Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 1 of 42 **Scanned Jun 18, 2013** SISUPPOR SETERMINED BY ARD COMMITTEE, continued INSTAU. 11 SCHOOL YEAR 910 - 97 ID NUM 3 BY PROVIDING: ADAGE Pogrials for emphasis His of materials menipulatives print meterials materials olor transparancies Cither: MANAGE BEHAVIOR BY PROVIDING: Clearly defined limits Frequent reminders of rules V Positive reinforcement Frequent eye contect/proximity control Frequent breaks Private discussion regarding behavior In-class timeout Opportunity to help teacher Seat near the teacher Supervision during transition activities Implementation of behavior contract REQUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY: Access to equipment

| Note taker/note taking paper Word processors Other: Other: Other: Will take reading exempt in all areas will take social studies will take mathematics will take mathematics will take writing exampt in all areas will take social studies ont offered for this student's will take science or offered for this student's exampt in all areas will take science will take science will take science | Augmentative communication device | + | 1-1- | | - | |
|--|--|------------------------|------|-----------|------|---|
| Word processors Other: Other: Other: will take mathematics will take reading not offered for this student's will take science will take writing grade placement or an example of the student's will take science or an example of the student's will take science or an example of the student's will take science or an example of the student's will take science or an example of the student's will take science or an example of the student's will take science or an example or an | Calculators | + | 1-1- | | | |
| Other: Other: Other: Will take reading will take mathematics will take reading not offered for this student's will take writing grade placement of the process of the pr | Interpreter | 1 | + | 11 | | |
| Other: Other: Other: will take reading | Note taker/note taking paper | ++- | 1 | 1 | | |
| Other: Interior referenced assersment (TAAS/ITBS): will take reading will take mathematics will take reading not offered for this student's will take science will take writing grade placement sodifications as defined in test administration materials: use braite or large print individual administration Other) | Word processors | 1-1- | 1-1- | | | |
| will take reading will take reading will take reading will take reading ont offered for this student's will take writing or ade placement or the student's will take writing or administration materials: | Other: | ++ | | | | |
| | will take mathematics will take writing mate offered for this student's will take writing grade placement grade placement stadifications as defined in test administration materials: use interpreter use braite or large print in | ance adividual admi | - | other) Si | ycul | 9 |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 2 of 42 **Scanned Jun 18**, **2013**

SRC 9665114

SRC 9665114 0 SCHOOL - 053 WYNN SEALE

| REPORT CARD OF RAMIREZ EFF CHANGE DATE A | JOHN LEP: DIS: | H GR O6 SEX M RACE H DOB 06/29/8 RIC: O SIC: STATUS:ACTIVE |
|---|---|--|
| C F CRS SC DESCRIP | TEACHER ROOM | 6 6 SEM SEM WK GR C A WK GR C A EXM AVG A |
| 1 M06_ 05 MATH 6 2 S02_ 05 GEN SCI 6 3 001_ 01 BND BG678 4 A08_ 03 ART 6 5 E06_ 06 ENG 6 6 D06_ 06 READ 6 7 T09_ 05 SS 6 8 P09_ 03 PE/HLTH 6 | POELMA 0115 POELMA 0115 KOCH 0402 SCHAUDIES 0224 TAMEZ 0116 TAMEZ 0116 TAMEZ 0116 PRINCE 0404 | 1: 2: 3: |
| <u> </u> | | |
| S-110-113-115 A-1-1-1-1 | | |
| | | : : : : |
| Section Control Control | | |
| | | 1 <u> : :</u> |
| SALES | | · · · · · · |

Hom: 882-1138 854-1481
Worh: 853-889/ Muddleye alijander
1/23/96 Bile not på get!
Cuera Eares / wile cuer dr. why she
is going bile for

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 3 of 42 **Scanned Jun 18, 2013**

| OF STUDEN 14 SCHOOL YEAR 96 - 97 JAMBER ARD MATERIALS BY PROVIDING: | |
|--|---|
| PT MATERIALS BY PROVIDING: | 7.70707 |
| or to read materials | |
| phighted meterials for emphasis | |
| ered formal of meterials | |
| udy aids/menipulatives | |
| SL meterials | |
| erge print materials | |
| roille materials | |
| Color transpirencies | |
| Other: | |
| Other: | |
| ANAGE BEHAVIOR BY PROVIDING: | TUVVVV |
| Clearly defined limits | 14444 |
| Frequent reminders of rules | 144444 |
| Positive reinforcement | 10000 |
| Frequent eye contact/proximity control | |
| Frequent breaks | 1111111 |
| Private discussion regarding behavior | 111111 |
| In-class timeout | |
| Opportunity to help teacher | |
| Seat near the teacher | |
| Supervision during transition activities | |
| Implementation of behavior contract | |
| Other: | |
| REQUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY: | |
| Access to equipment | |
| Augmentative communication device | |
| Calculators | |
| Interpreter | |
| Note taker/note taking paper | |
| Word processors | |
| Other: | |
| Other: Citetion referenced assessment (TAAS/ITBS)*: will take mathematics will take reading exemp will take writin) not offered for this student's will take grade placement | 0 -00 (00 |
| | individual administration Other MODE STUD |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 4 of 42

Scanned Jun 18, 2013

| SDC | 9665 | 1 4 7. |
|------|------|--------|
| ORU. | 8000 | 1 14 |

SRC 9665114 0 SCHOOL - 053 WYNN SEALE

| REPORT CARD OF RAMIREZ EFF CHANGE DATE | JOHN LEF: DIS: | H GR 06 SEX M RACE H DOB 06/29/8 RIC: O SIC: STATUS:ACTIVE |
|--|---|---|
| A C P CRS SC DESCRIP | TEACHER ROOM | 6 6 SEM SEM WK GR C A WK GR C A EXM AVG A |
| 1 MOG_ OS MATH 6 2 SO2_ O5 GEN SCI 6 3 OO1_ O1 BND BG678 4 AO8_ O3 AR" 6 5 EO6_ O6 ENG 6 6 DO6_ O6 READ 6 7 TO9_ O5 SS 6 8 PO9_ O3 PE/HLTH 6 | POELMA 0115 POELMA 0115 KOCH 0402 SCHAUDIES 0224 TAMEZ 0116 TAMEZ 0116 TAMEZ 0116 PRINCE 0404 | 1: 2: 3: 3: 1: 2: 3: 1: 2: 3: 1: 2: 3: 1: 2: 3: 1: 2: 3: 1: 2: 3: 1: 2: 3: 1: 2: 3: 1: 2: 3: 3: 1: 2: 3: 1: 3: 1: 2: 3: 1: 2: 3: 1: 2: 3: 1: 3: 1: 2: 3: 1: 3: |
| 5 7 55 55 7 E F TE F T | PRINCE 0404 | i — 2: — 3: — — — — — — — — — — — — — — — — — |
| The second secon | | |
| | | |

Home: 882-1138 854-1481
Work: 853-8891 Muddleye alijander
1/23/96 Bile ret på get!
Cuera Ecres / wile over dr. why she
is gotten bile for

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 5 of 42 **Scanned Jun 18, 2013**

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

RECEIPT FOR EXPLANATION OF PROCEDURAL SAFEGUARDS as Required by Individuals with Disabilities Education Act (IDEA) 34 Code of Federal Regulations-Part 300

| Barrirez STUDENT: LAST NAME | John | MI | 06 139 184 DATE OF BIRTH |
|---|--|--|---|
| Complete this section at the time of re | ferral. | | 11 30-7-3864-10 |
| This is to verify that I have received a my rights throughout the child/student explained to me by: | copy of the Explanation of -centered education proces | Procedural Safeguards. The procedural sa | ds which informs me of feguards have been |
| M. Diane, Trevino Name of District Employee | Dean of S | pecial Ed. | 3-12-96 Date |
| I understand that my rights include the | right: | | |
| To receive this and all other notices translation of such orally, in sign lan | in the language I understan guage, or in braille as appro | d (primary language) opriate. | or, if needed, a |
| To answers from school personnel to | additional questions I may | / have. | |
| My signature below indicates that I rec specified and that I understand its con | ceived a copy of the <i>Explan</i> tents. | sation of Procedural S | afeguards on the date |
| (Signature of Parent/Guardian/Surrogat | m Dea | (Date Signed) | FC |
| M. Deare Just | ND | 3-12-9 | |
| (Signature of School Staff Providing Ex | (planation) | (Date Signed) | 4 |
| (Signature of School Staff Providing Ex | xplanation) | (Signature of Inte | erpreter (if used)) |
| | | | |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 6 of 42 Scanned Jun 18, $2 \cup 13$

All procedures and information in this document are required by law.

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE MEETING

[]Admission [[Fieview []Diemissal

| d' | de=96 |
|-----|-------------------|
| ARD | NOTIFICATION DATE |

DATE OF MEETING

| rie | ase Print | | | | |
|----------|--|--|-----------------------|---------------------------------|-------------------|
| STI | Kannez | Juhn | 1-1 | 9665114 | (M) XÉ |
| | ATE OF BIRTH | O School AFA | Middle S | ID NUMBER (o C ∩ GRADE/PRO | 7 053 G SCHOOL |
| yes | 7 An interpreter was used | to assist in conducting the meet | ting. If YES, specify | language or other mod | ie of |
| A. | REVIEW OF ASSESSMENT DATA | (check (√) if applicable) | | | |
| À | Comprehensive individual assessm | nent | -95 | | |
| | Assessment(s) for related services | s. Specify: | DATE(S) OF RE | PORT(S) | is: |
| | Assistive technology addressed in | assessment r | eport(s) dated | Recommended: | □ yes □ no (AR |
| | Vocational assessment report date | | | | - C |
| | Other Assessment | | The second second | | |
| | Information from the student's Ind | lividual Transition Plan dated: | | 8 | |
| | Information from the Language Pro | oficiency Assessment Committee | | | |
| L.I | Records from other school district Information from parents/student | S Day of the De Day | | C | |
| LA An | I information from school personnel | POLYCE TEND JON | A IS CLUE | 135 IXCT | |
| | Information/records from other ag | | | | |
| | | | | | |
| | lyes 🗒 no Additional assessmen | t is needed. Timeline for complet | ion | | |
| [| DETERMINATION OF ELIGIBILITY (or Based on the assessment data revier does not meet eligibility criteria to meets eligibility criteria for. | check (V) if applicable) wed, the ARD committee had de | termined that the stu | 13 | |
| | 🗵 learning disability | speech impairment | emotionally | disturbed | |
| | mental retardation | autism autism | other health | | |
| | I I made a could a fine to the | Traumatic brain injury | multiple disa | bilities | |
| | orthopedic impairment | □ Audion to the control | | | |
| | ☐ visual impairment | auditory impairment | ☐ deaf-blind | | |

1/96

ARD-1

White - eligibility folder

Pink - counselor

Yellow - teacher

Goldenrod - parent copy

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 7 of 42 Scanned Jun 18, 2 13 D. DEVELOPMENT OF THE INDIVIDUAL E. CATIONAL PLAN (IEP) The ARD committee reviewed student achievement on each current IEP. (Applicable to all but initial ARD Present Compatencies: Physical, as it affects participation in instructional settings and physical education Medication/Health Care □ no The student is capable of receiving instruction in the essential elements of physical education through the general education program without modification. Comments: Behavioral, as it affects educational placement, programming, or discipline yes ono The student is capable of following the Student code of Conduct without modification. If no, complete ARD/IEP SUPPLEMENT: Behavior Management Plan (ARD BMP 1 & 2). Prevocational/Vocational¹ skills which may be prerequisite to vocational education (when appropriate) Academic/Developmental (grade or age levels alone are not acceptable) the student's disability significantly interferes with his/her ability to meet regular academic mastery Services for which the student is eligible were reviewed and discussed □ Compensatory education Tutorials/academic remediation General Education ☐ Bilingual education ☐ Transition services² Other: __ □ ESL instruction □ Vocational education Cother:

The ARD Committee agrees that the student

M Needs and will receive special education services

Does not need and will not receive special education services for the following reasons:

¹Include consideration of occupational training needs for students at or before entry into high school or by age 14,

INSERT IEP SHEETS AFTER THIS PAGE

1/96 ARD-2

INDICATE NUMBER OF PAGES OF EACH IEP: R 2 Sp ___ Voc __ OT __ PT __ VS __ MT __ OM __ HS __ Other _

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 8 of 42

A student's IEP must be reviewed if this student has not received

1) Adjustments for miserticulations in responses

Scanned Jun 18, 2013

MUTTINEZ,

E. INSTRUCTIONAL MODIFICATIONS/SUPPORTS DEFERMINED BY ARD COMMITTEE

| 1005114 SCHOOL | YEAR 46-97 | six-week reportionally may be exc | ng perio luded fi | de, (S | itudent s requi | e with | speech | n impai | irmen†s |
|---|--|-----------------------------------|----------------------|----------|--------------------|--------|--------|---------|----------|
| The ARD committee has determined that | the following modifications are necessary fo | | | | | | | | |
| SPECIAL LANGUAGE PROGRAMS' Bilingua 10 | BEHAVIOR MANAGEMENT PLAN G YES | | | | ٥ | | | | d |
| BEGULAR DISCIPLINE PLAN | ASSISTIVÉ TECHNOLOGY | | | , (U) | 7 | OAL | 06.16 | City C | sud c |
| O NO | ¾ NO | | / | 3 | 1/ | 5/. | 10 | 17 | 3 |
| □ NO MODIFICATIONS NEEDED | | | 13 | N/ | /W | 1 | D. | | 1 |
| Exempt from Essential Elements | - grades besed upon IEP progrèsa | 1 | W | 0/0 | YK. | 57/ | X | Y | 1 |
| ALTER ASSIGNMENTS BY PROV | IDING: | | 27 | Y | 73 | 5/4 | X | / | 11 |
| Reduced sesignments | | V | V | - | | 2 | | | |
| Taped assignments | | 5 | | | | | | 7.00 | |
| Extra time for completing essignments | | V | レ | 1 | V | 2000 | w | | |
| Opportunity to respond orally | | | | 8 | | | | | 3-1,0 |
| Test, analysis of assignments | | | | | | | | | 7 |
| Special projects in lieu of assignments | | | + | | | | | | |
| Others | | | | | | | - | | |
| ADAPT INSTRUCTION BY PROVI | DING: | | | _ | | _ | | | |
| Short instructions (1 or 2 steps) | | | | | | | · · | | |
| Opportunity to repeat and explain instri | uctions | | | | | | - | | |
| Encouragement to verbalize steps need | ed to complete assignment/task | | | | | | | | |
| Opportunity to write instructions | | | | | | | | | |
| Assignment notebooks | | | | 77 | | | - | | |
| Visual aids (pictures, flash cards, etc.) | | | | | | | | - | |
| Auditory sids (cues, tapes, etc.) | | | | | | | | | |
| Instructional aids | | | | | | | | | |
| Extra time for oral response | | | | | | | | | |
| Exams of reduced length | | V | " | V | سا | 7 | | | |
| Oral exems | | | | | | | | | |
| Open book exams | | | | | | | | 1 | \Box |
| Study carrel for independent work | | | | | | | | | |
| Frequent feedback | | V | V | 4 | L | V | - | | |
| Alter grade distribution | | | | | | | | | \Box |
| Min mel auditory distractions | | | | | | | t | | \vdash |
| Leave class for CMC essistance | 10 Maria | V | V | V | V | - | | | \vdash |
| Peer tutoring/paired working arrangeme | ent - | | | | | | - | | \vdash |
| | nes, information, answers on tape or to othe | 75 | | | - | | | | - |
| Other. | | | | | - | | | - | - |
| | | | | | | | | | |

TUSE various modalities

I I Use sign language

1 Use repeated drill/review

¹Special language programs are required for all students who are limited English proficient;

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 9 of 42 **Scanned Jun 18, 2013**

| armivez John | | 1 | 9/ | 10 | 1 | In | /\ | 1/// |
|--|-------------|------|---------------|----------|-------|---------|----------|--------|
| ACOF STUDENT 1 SCHOOL YEAR 910 - 97 | | 10 | | / 🐧 | 15 | (00) | 1 | /// |
| VUMBER SCHOOL YEAR 1/C // | , | 1 | \ <i>\</i> }/ | 13 | M | 2X | V | // |
| | 65 | 17/4 | 1 | XY) | 1/1 | 1 | 1 | // |
| PAPT MATERIALS BY PROVIDING: | 135 | 15 | YU | Y | 14 | / 7 | 1 | |
| eer to read materials | | | | | | | | |
| fighlighted materials for emphasis | | | | | | | | |
| Utered formet of meterials | $\neg \neg$ | | | \neg | | | | |
| Study aids/manipulatives | | | | | | | | |
| St. materials | | | | | | | | |
| erge print materials | | | | | | | | |
| Braille materials | | | | | | | | |
| Color transparericies | | | | | | | | |
| Other: | | | | | | | | |
| Other: | | - | | | | | | |
| ANAGE BEHAVIOR BY PROVIDING: | | | | | | | | 19. 41 |
| Clearly defined limits | V | V | V | V | V | | | |
| Frequent reminders of rules | V | ·V | U | | 1 60 | - | | |
| Positive reinforcement | V | V | V | | بسندس | - | | |
| Frequent eye contect/proximity control | V | V | V | V | ~ | 4 | | |
| Frequent breaks: | | -30 | = 3 | | | | | |
| Private discussion regarding behavior | ~ | U | V | V | V | L | | |
| In-class timeout | V | V | V | 0 | V | 1 | | |
| Opportunity to help teacher | | | | | × v | | | 7 |
| Seat mear the tracher | | | | | | | | |
| Supervision during transition activities | | | | | - | | | 9 |
| Implementation of behavior contract | | | | | | | | |
| Other; | | | | | | | | |
| REQUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY: | | | / | - | | | <u> </u> | |
| Access to equipment | | | <u> </u> | _ | _ | - | | |
| Augmentative communication device | | | _ | | | | | |
| Calculators | | | | _ | 1 | | | |
| Interpreter | | | | _ | _ | - | | |
| Note taker/note taking paper | | | | <u> </u> | | | | |
| Word processors | | | | | | | | |
| Other: | | | | | | | - | |
| Other: | | | | | | | | |
| Criterion referenced assessment (TASS/ITBS)*: will take mathematics will take reading exempt in | ell areas | | | | will | take so | cial stu | ıdies |
| will take writing not offered for this student's will take grade placement Modifications as defined in test administration materials: | cience | | | - | | | 8 7 | |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 10 of 42

Scanned Jun 18, 2013



F. SERVICE ALTERNATIVES

| | - | ducation alternatives and supplementary aids and so a all to that apply: | ervices provided, tried, or considered. Place the key letter (p, t, c) in |
|-----------------------|---|---|---|
| 3 4 5 6 7 | Modifica curriculu and/or p vocation instruction Special of Title 1 P Tutorials English : | education classroom ntions in general aducation and/or im, instruction testing procedures, hysical arrangements (including hal education and nontraditional onal programs) education supplementary aids and services Part A/Accelerated Instruction s/academic remediation as a Second Language (ESL) | 8. Pre-K program 9. Alternative education program 10. Assistive technology (e.g., communication devices, slant log-table) 11. Resource classroom 12. Self-contained classroom 13. Separate special education campus 14. Nonpublic day school placement 15. Residential placement 16. Content Mastery 17. Other: |
| Item | | Results of Efforts | If efforts not successful, provide reason(s) |
| 1 | V | Voyks Great | |
| 3 | S | uccessful with medication | |
| 403 | 91 | Locassfully mainsteamed | |
| 16 | | Ucunotreamed | |
| | | | |
| G CO | NSIDERA | TION OF LEAST RESTRICTIVE ENVIRONMENT | |
| | | either a or b: | |
| | nec | essary to implement the content of the IEP, and p | , new IEP goals and objectives, instructional modifications/supports revious efforts/considerations, the committee recommends that this all education setting. Go to Consideration of Harmful Effects, ARD-6. |
| 1 1 1 | nec | essary to implement the content of the IEP, and p | , new IEP goals and objectives, instructional modifications/supports revious efforts/considerations, the committee recommends that this a special education instructional setting. Complete (3) and either (1) |
| | (1) Ren | noval from General Education Classroom | |
| | to | Placement in the general education classroom profithe IEP even though supplementary aids and serv | ibits the student from achieving the goals and objectives contained in ces are used. |
| | % | | eve the goals and objectives in the IEP cannot be implemented in the ssential components of the regular curriculum/activity. |
| | O | Implementing the student's behavior management academic instruction or nonacademic activities. | plan means that other students would not benefit satisfactorily from |
| E | D | The student needs the following support services | to benefit from the general education program: |
| | D | Other: | |
| | | | 6/95 ARD-5 |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 11 of 42 **Scanned Jun 18, 2013**

D Other

| (2) Removal from General Educati | on Campus (to a Separate Cam | pus) // {} | |
|--|---|---|--------------------------------------|
| Services and/or therapies | in the student's IEP cannot be | provided on the general education campus. | |
| □ The behavior management | plan contained in the student | s IEP cannot be implemented on a general ed | ucation campus |
| □ The student's behavior is s | o dangerous that it cannot be co | introlled without intense supervision and a clos | ed environmen |
| service goals and objective | usly unsuccessful placement or s and modification/support serv | a general campus. If selected, list instructi ices that address returning the student to the g | onal and relate general education |
| | | | |
| (3) Opportunity to Participate | | 24 - 24 - 12 - 12 - 13 - 13 - 13 - 13 - 13 - 13 | |
| opportunity to participate with | students without disabilities in | om or general education campus, will the s all nonacademic and extracurricular activities in which the student will not have an opportuni | Yes DN |
| Meals Field trips Fund raising activities Regular transportation Sports/cheerleading Student council | Particle Process of Particle Process Periods Choral group/debate Assemblies Band Graduation exercises | General education routines (hon assignments, lockers, study hal class changes; social) Other: | neroom |
| If any of the above items are | checked, explain why this stud | ent is unable to participate: | |
| · · · · · · · · · · · · · · · · · · · | 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 | | |
| | | | |
| Consideration of Potential Harmful E | ffects (Complete this section for | or all students.) | |
| | | | |
| potential narmitul effects on the stud | ent with disabilities or on the ou | eneral education campus, place a check to in ality of services which the student with disabil if the student with disabilities is placed in the (| ities needs Al- |
| classicon of campos. | | 2 0 10 | |
| HARMFUL EFFECTS | - 2 | HARMFUL EFFECTS | |
| ON STUDENT WITH DISABILITY | | ON STUDENTS WITHOUT DISABI | LITIÈS |
| Decreased access to specialized services (e.g., materials, personnel, curricular modifications) Decreased student self-esteem Increased safety concerns Increased distractions | | Decreased student self-esteem Increased safety concerns Increased distraction Increased student frustration Whone anticipated Other Other | |
| □ Increased student frustration | | | |
| □ Stigmatization | | | |
| D Isolation from peers | | | |
| None anticipated Other | | V | |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 12 of 42 Scanned Jun 18, 2013 MITTHERES MI DATE OF BIRTH STUDENT LAST NAME FIRST H. SCHEDULE OF SERVICES Duration of service is 8-14-96 to 5-00-97 for grade SEMESTER Special Progr./Grade Special Progr./Grade GEN ED GEN Ed COURSE/CURRICULUM AREA Yes No Time Ed Time Determined By | Mod | Gen Ed Sp Ed Yes No Time Ed Time <u>Determined By</u> Gen Ed Sp Ed Grade Level WH 10 190 45)] **Vocational Education** _REG _CVAE _VEN TOTAL MINUTES PER DAY If times vary from requirements in 19,TAC \$21.101, give Criterion referenced assessment (JAAS/ITBS):

will take methematics will take reading

util take uriting not offered for the D* C* N* RELATED/OTHER SERVICES TIME Auditory Ndcp Services
Counseling _ not offered for this _ will take social studies student's grade placement Health Services Music Therapy Occupational Therapy will take science exempt in all areas Modifications as defined in test administration materials: Orientation & Mobility __ Allow oral response __ use brailte or large print Dotter: SWALL COLLEGE Individual administration Physical Therapy Speech Services Vision Services D Yes D No If yes, EYS: [] Special Transportation see attached supplement. Test Date If yes, cite Justification: **Medical Date** (V) Parents of students with visual or auditory IQ Test [] Test impairments or deaf/blindness have been given Yes No information about the Texas School for the Blind P FS and Visually impaired or Texas School for the Deaf at the time of initial placement. * Tromal MISTURE WILLIE GE SS GE Lang. Dom.

Data By: W. Shelling

1146

Prog. Type 14/2

Inst. Arr. Code U3

ARD Date

C-Consult

6/95 ARD-7

Date

GE

Dism. Code

Placement Sch # Disability Code(s)

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 13 of 42

Scanned Jun 18, 2013



| . PLAC | EMENT D | ETERMINATION | | |
|------------------|------------|---|------------------------------------|--|
| | | | Check appropriate in | structional Arrangement |
| | | rnittee determined that services | | AS CODE) |
| | will be p | provided at: | | _S/C, Mid/Moderate, Reg. Campus (04) |
| | 1. | | | \$/C, Severe Reg. Campus (05) |
| | (M | nunsham | Resource Room (03) | _Off Home Campus (20) |
| | | NAME OF SCHOOL CAMPUS | State School For | |
| | | MARIE OF SCHOOL CAMPOS | The Mentally | Residential Care & |
| | | | Reterded (30) | Mainstream (40) |
| | | | reterated (do) | |
| Yes | □ no | This is the campus the student would which cannot ressonably be provided | | , identify (list or describe) the services is. |
| | | | | The state of the s |
| _ | | | | |
| o yes | □ no | Thin is the compus which is as close | s as possible to the student's h | ome. If NO, justify: |
| | | | | |
| | | X-1100(H11H11 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - | | |
| J. ASS | URANCE | s | | |
| | | | | |
| 1. 1 | he ARD o | committee essures that the decision to | provide special education serv | ices: |
| | 1.000 | · | | |
| | | ot based on deficiencies identified as d | firectly attributable to a differe | nt culture, lifestyle, or lack of |
| | edu | cational opportunities. | | |
| | Desi | sfor assurance: | | |
| | | eview of parent/student information | | |
| | | eview of sociological assessment | 98 | |
| | | orion or according a according to | | |
| 2. | 101 | national origin minority group student (| or linguistically different studen | t, is not based on criteria which |
| | | developed solely on command of the E | | , |
| | | | | |
| | | s for assurance: | | |
| | | esessment conducted in both native lar | | |
| | | deptations in testing procedures (e.g., | formal and informal measures) | |
| | | se of interpreter | | |
| | | view of parent/student information | 41. | |
| | | wiew of language assessment (includin | | |
| | ш. | his student is not a national origin mind | outh Bronb strident of a livarisi | ically different student. |
| the r | naximum | | | her age who do not have disabilities to demic and developmental areas such as |
| rai t y t | -An airi t | 777-Y1207 - Q13-Y11 (- | | |
| cost | . Fees no | e essures that all instructional and rela rmelly charged to students without dis | | |
| may | De charg | ed (i.e., art or laboratory fees). | | |
| NOTE | INSER | T ARD/IEP SUPPLEMENTS AFTE | R THIS PAGE, WHEN APP | PLICABLE. |
| | Vis | sually/Auditorially Handicapped | Extended Year Services | _ Autistic |
| | | gional Day School for the Deaf | Behavior Management F | |
| | | y/Residential Placement and | Health Core Plan | Natice of Refusal |
| | | -Site Visit Report | Medically Fragile | Transition Services |
| | | aditation | Vacational | Other |

¹Enter instructional arrangement that meets requirements listed in the Student Attendance Accounting Handbook.

10/95

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 14 of 42

Scanned Jun 18, 2013

| e. 1 | 15.0 |
|-------|--------|
| 4 7 | 400 |
| 100 | C-1401 |
| 27.79 | W.E. |
| | 10 2 |

| Page _ \ of | |
|-------------|--|
|-------------|--|

ARD MINUTES

Student's Name: John Karnivez D.O.B. Olo 2484 Date: 3-12-96 Recorder: D. HUTTE

ARD Committee Members: See Synature Page

Formeets cideria as Other Health Inpured due to attention Deport Algorian or Disorda.

Behavioral: Without medication he a very lyperadine + for the it defined to stay forward. It is does better with medication. His ha Dicapperg condition effects ell areas of school hysical: Hs. Alejandro is waiting on Hedicaid vouchers for medication. Recommendation: Maybe work on a the with 96-47 to where

Modifications: no beto in year his behavior. To keen to

I. E. P.: Cotet Mastery I. E. P. was developed

Assessment: 1-9-95 Assisstive Tock: none

TAAS: Take all areas in a small group Placement: Cumingian The Gr. for 96-97 gr.

Forent Concern: Ms. Alexandro would like to lake jurger steps to keep John there of Ugan Scale forthe red of the school year he was to pull that out do jung for the wal of their school you. This also desorried that he just took his last medication pill,

the same of with I Z. P. sevel part for July 1 - 1 - 2 Y F Z

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 15 of 42

Scanned Jun 18, 2013

WK. SIGNATURE OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS

| SIGNATURE AND TITLE | SP. ED. | POSITION | AGREE | DISAGREE |
|---------------------|------------|-------------------------------------|-------|----------|
| VIOL, Colonon | | Parent(s)/Adult Student | | |
| | | Administration | | |
| m Diane merrin | سا ا | Instruction | | |
| | | Instruction/Speech | | |
| | | Assessment ¹ | | |
| OTHER PARTICIPANTS | | | | -H = |
| | | Representative of LPAC ² | | |
| | | Consultant/Chairperson | | |
| | 18, | Vocational | | |
| | | Visual/Auditory | | 1 1 |
| | | Counselor | | |
| | | 2 2 | | |
| | | | | W |
| | 121 | | | |
| | | 2 2 | -2 | |

My signature indicates that I was present at the ARD meeting, participated in the discussion, and understood what was discussed.

| ient presents offense. The |
|-------------------------------|
| ient presents |
| |
| tives, gather |
| e parent has |
| |
| |
| í |

Information explaining why mutual agreement has not been reached should be noted in the ARD minutes may be attached by the ARD meeting participants.

Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public education (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public education (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public education (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public education (FAPE) to your child or the provision of a free appropriate public education (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public education (FAPE) to your child. A full EXPLANATION OF PROCEDURAL SAFEGUARDS has been given to the provision of a free appropriate public education (FAPE) to your child or the provision of a free appropriate public education (FAPE) to your child or the provision of a free appropriate public education (FAPE) to your child or the provision of a free appropriate public education (FAPE) to your child or the provision of a free appropriate public education (FAPE) to your child or the provision of a free appropriate public education (FAPE) to your child or the provision of a free appropriate public education (FAPE) to your child or the provision of a free appropriate public education (FAPE) to your child or the provision of a free appropriate public education (FAPE) to your child or the provision of a free appropria

³Include documentation concerning the reconvened ARD committee meeting.

6/95

Assessment personnel are required when assessment issues are included in the ARD Committee's deliberations.

²LPAC representative is required at ARD of any student who is limited English proficient.

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 16 of 42

Scanned Jun 18, 2013

Note: This form is not to be used for: Initial ARD Annual Review Shortened Day AE/BI Placement Reevaluation Removal/Expulsion Other District Transfer

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas

ARD/IEP SPECIAL REVIEW

| Purpose of ARD: | |
|-----------------|-----|
| Course Change | () |
| EYS (Only) | [] |
| Failure | |
| PLC | [] |
| Paratout | 100 |

1-10-96 Date of ARD Notification

| | | | | | | | | | Dite | | |
|--|-------------------------|--|----------------------|-------------|--------------|-------------|--------------------------|---------|---------|---------|-----------|
| udent (Last)) 4 14 12 | e 7 | (First) | hn | (MI) | ов | 0613 | 29184 10 | 90 | 65 | 114 | |
| tradicapping Condition (1 | 1_OH | <u> T (2) </u> | 1 D Grade_ | 06 | _ Sch | nool | HYNN | SE | ALE | #(| 053 |
| e ARD committee is me liberations of that meeti | eting to m | odify the AR | D committee report | dated | / | 12.6 | 95 | | , and a | assures | s that th |
| liberations of that meeti EASON FOR MEETING:_ gnature of interpreter if | 17 | 1 | · on Kin | dian | | | toudition | | | | # " |
| gnature of interpreter if | used: | 1117 | 1 | V | The same | 7 | E. C. Black & T. C. & S. | | | ***** | |
| SSESSMENT REPORT(S) | | | | | | | | | | | |
| EVELOPMENT OF THE IS | EP | | | | | | | | | | IV. |
| Present competencies in Presen | are ünchar have chan | nged. ged as follow | vš: | | | | | le die | | | 1947 |
| he ARD committee recor | nmends th | iat the stude | nt's IEP should rema | in unchang | ed exc | opt for the | following: | lewa Ja | | | |
| | | | Abo coblessionate | REG. | TIME MOD. | se ko | COURSE | | ileo i | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | - | - | | | | | - | |
| | | | | | | | , | | | | |
| TOTAL COURSE | | | TOTAL COURSE | | | | | | | | |
| #Indicate weekly or ot | ther contac | at time for rel | lated/other services | | | | | | | | |
| | | | | | | | | | | | |
| 1 New IEPs have been d | | | es/services added ab | | | | TOTAL | | | | - |
| | حام حسورا وي | iveloped for t | | ove (attach | ed). | | | | | | |
| New modifications have A Behavior Manageme | | is been devel | oped (attached). | | | | | | | | |
| I New modifications have | ent Plan ha | | | | | Page 1 1 1 | | | | | |
| New modifications have A Behavior Manageme | ent Plan ha | | | | | | | | | | |

Anddress time changes in speech and related services here.

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 17 of 42 $\,$ Scanned Jun 18, 2u13 $\,$

| chool | NN SEALE | Instruct | ional Arrangement | (OM oxly) | 5.3 |
|---|--|--|--|---|--|
| estrictive enviror tudent as stated committee report. This placement invironment than committee report | t continues to be in the least ment (LRE) appropriate for this in his/her previous ARD t is in a more restrictive that assigned in the ARD noted above. An LRE has been completed (attached). | [] Mather [] Writing [] Readin [4 All are | Take Exempt natics [] [] [] [] | Modifications: { I use an interp { I allow oral re: | reter sponse dividually |
| A-Veba red file | POSITION | SP. ED. | , signatuhe | | AGREÈ DISAGREE |
| Regular 2007 | Parent/Guardian/Surrogate Parent/Adult Student | | 1141444 + 17 11 | 7 = N+ | |
| Special education | Administration | | 1 m22/h = 0 | S. C. | |
| Related/Other Services: | Instruction | Lui- | 1794 100 Fr | 7000 | |
| Speech | Instruction (SPEECH) | | 1 f from white U. | 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1 | |
| OT | ConsultantiChaireanan | | 700 | | |
| PT | | | Je De Facre | , marri | |
| Health | | | JENE DROPE | 0017 | V |
| Auditory | | | | | |
| Vision | | | | | |
| Music Th | | | | | |
| O&M | Certified VH/AH Specialist | | | | |
| Special Education Transportation: | LPAC★ | | | | |
| M | | | | | |
| My signature ind explaining why me The commit The member more than 1 to reach mu! | icates that I was present at the stual agreement has not been reacted mutually agreed to impleme s of this ARD committee have no o school days. During the recess that agreement. This recess doe has committed an expellable of | ched should be not nt the program refi t reached mutual ag the members shall is not apply if the s | rticipated in the discussion, a sed in the ARD minutes and metered in these proceedings. reement. The school has officensider alternatives and/or student presents a danger of student presents a danger of | OR: ered and the parent ha | ARD meeting particip |
| at | Place and Time | | * | | Date |
| and adult student district propose appropriate pul | explained to you when your chil s be provided a full explanation of s or refuses to initiate or chango life education (FAPE) to yo | all procedural safe e the identification ur child. A fu | guards in your native language, evaluation, or educational (K EXPLANATION, OF PBO | te or other mode of coolacement of your child CEDURAL SAFEGUA | mmunication each tim d or the provision of a RDS has been give |
| | | | | | |
| COMPUTER DATA | эү | r e si | | | |
| COMPUTER DATA | 3Y | U | PDATED DATA | | 55. |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 18 of 42

Scanned Jun 18, 2013

| Page | of | |
|------|-----------------------|----------|
| _ | The second second | Tenant I |

ARD MINUTES

| Student's Name: | John Ra | Mach Date: | 1-19 | -96 |
|-----------------|------------|------------|----------|---------|
| | 2 | | | |
| Date of Bieth | 11/2-19-94 | Recor | rder (A) | Droinno |

Parent not present but M. D. Dreviño spike on the prime with her and the glave permision to have meeting without her. Results will be mailed to parent.

Purpose: To divers thandicapper, condition

The was found to be other death day and

(HISHD).

I went in dualed wer the Phone that John;

is present, under medication (personal)

but Dr. I, wit did not name medication of

del in inter de de la comment with

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 19 of 42 Scanned Jun 18, $2 \cup 13$

Note: This form is not to be used for: firtial ARD Annual Review Shortened Day AE/BI Placement Reevaluation Removal/Expulsion Other District Transfer CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
Corpus Christi, Texas

ARD/IEP SPECIAL REVIEW

Purpose of ARO:
Course Change | | |
EYS (Only) | |
Failure | |
PLC | |

| udent 1 1 1 1 1 (Last) | 7 | | (First) | ; | DOB | 2 <u>0</u> 12 | 1177 ID# | | Pate of N | feeting |
|--|-----------|-------------------|-------------------|--|---------------|--|---|--|--|--------------|
| indicapping Condition | 117-10-17 | | (2) | | | chool 1/- | 151 1 4 W. | | | 053 |
| e ARD committee is made in the committee in the committee is made in the committee in the committee in the committee is made in the committee in | eeting t | o modi re been | fy the AR | D committee report da l. | tedi | 1-1 | r î | , ar | nd assu | res that |
| ASON FOR MEETING: | 1,1 | 1,4.1 | 10 1 | ZOC SALT | u 1 | (x + p) | A dilita | | | |
| gnature of interpreter i | f used: | 15 | الأنسوار | | | 190 | | | | |
| SSESSMENT REPORT(| S) FOR F | RELATE | D SERVIC | ES: | | | | | 20110 | |
| EVELOPMENT OF THE | IEP | | | | | | | | | |
| Present competencies | are und | change hagged | d. I as follow | (S. | | | | | | |
| A at | 1 | (2) | - M.43 | Lastra Varia | dein. | 1 | . i | 11 | 8.0 | |
| | | | | | 1,1 | | and the same of the same | | | |
| 1-1 6 5 27-10 | 1.5 | 1 6 | Const of the | Latter - | | A Committee of the Comm | 1 A- | Carlos Sant | A Section 1 | |
| ie ARD committee reci | mmend | s that | the studer | nt's IEP should remain | unchanged exc | cept for the | following | 10 11 | and fr | The state of |
| e ARD committee reci | ommend | s that | the studer | nt's IEP should remain | unchanged exc | cept for the | (Proposition of the Proposition | Sample of the Control | and y | д изгланду и |
| e ARD committee reci | omménd | s that | the studen | Physics Assumption of the last | unchanged exc | cept for the | | у қонери. | LHD W/UP | |
| DROP | | | | ADO | nioi | | (Proposition of the Proposition | | 100 | |
| e ARD committee reci Phot | | | the studen | Physics Assumption of the last | Inchanged exc | SP ED | | W.SCHEDUI. | LHD W/UP | ST ED |
| phop | | | | ADO | TIME | | | | TIRM | 50 60 |
| DADE | | | | ADO | TIME | | COURSE | | MODS. | |
| DADE | | | | ADO | TIME | | COURSE | | MODS. | |
| DADE | | | | ADO | TIME | | COURSE | | | |
| DADP | | | | ADO | TIME | | COURSE | 850 | MOD O) | Miles John L |
| DADE TOTAL COURSE | | | SP/ED | COURSE/SERVICE TOTAL COURSE | TIME | | COURSE | 850 | | Miles John L |
| DROP COURSE/SERVICE TOTAL COURSE | | | seren | COURSE/SERVICE TOTAL COURSE ated/other services | TIME | | COURSE | 850 | MOP OF THE PROPERTY OF THE PRO | Miles John L |
| TOTAL COURSE | ther con | Market ti | se sb | COURSE/SERVICE TOTAL COURSE ated/other services | REG. MOD | | COURSE | 850 | MOP OF THE PROPERTY OF THE PRO | \$7. 50 |
| DROP COURSE/SERVICE TOTAL COURSE Indicate weakly or co | Ather cor | ntact ti | me for rela | TOTAL COURSE ated/other services s/services added above ne courses added above | REG. MOD | | course | 850 | MOP OF THE PROPERTY OF THE PRO | |

Address time changes in speech and related services here.

WYNN SEALE ACADEMY OF FINE ARTS FLEXIBLE SCHEDULE

The educational instruction at Wynn Seale AFA is on flexible scheduling for the 1995-96 school year. Students attend 360 minutes of instruction daily. However, students may or may not meet daily for a particular subject. The individual subject instruction time is left to the discretion of the students' two teachers who teach language arts, mathematics, science, history, and reading. Sixth and seventh graders attend the physical education class every other day. On the days these students do not participate in physical education, they are actively involved in enrichment activities in their regular assigned classrooms. In addition, eighth graders are provided the opportunity to participate in the enrichment program. This enrichment program is a 45-minute period which is part of the daily instructional 360 minutes.

Richard Peltz, Principal

Wynn Seale Academy of Fine Arts

Scanned Jun 18, 2013 The ABD committee has determined that the student's placement will be: Instructional Arrangement School [/] This placement continues to be in the least Circle One: TAAS/TBS restrictive environment (LRE) appropriate for this student as stated in his/her previous ARD committee report. Exempt Modifications: [] Mathematics [] 1 1 {] use an interpreter [] This placement is in a more restrictive Writing] allow oral response environment than that assigned in the ARD [] Reading] administer individually committee report noted above. An LRE I JAII areas [] use Braille or larger print supplement form has been completed (attached). POSITION SP. ED. SIGNATURE DISAGREE AGREE Parent/Guardian/Surrogate education 3(A)
Special Parent/Adult Student education Administration Rainted/Other Services: Instruction Speech Instruction (SPEECH) Consultant/Chairperson Counselor Assasament A Health Auditory Related Services Rep Vision Vocational Teacher Certified VH/AH Specialist **0&M** Special Education LPACT Transportation: *Total time for speech and all related services ▲When assessment data are considered When vocational programs are considered **◆When student is identified as VH/AH** *For limited English proficient students My signature indicates that I was present at the ARD meeting, participated in the discussion, and understood what was discussed. Information explaining why mutual agreement has not been reached should be noted in the ARD minutes and may be attached by the ARD meeting participants. In A the committee mutually agreed to implement the program reflected in these proceedings. OR: [] The members of this ARD committee have not reached mutual agreement. The school has offered and the parent has agreed to a recess of not more than 10 school days. During the recess the members shall consider alternatives and/or gather additional resource persons to enable them to reach mutual agreement. This recess does not apply if the student presents a danger of physical harm to himself or herself or others, or if the student has committed an expellable offense. The committee will reconvene on Place and Time Your rights were explained to you when your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free

UPDATED DATA

New IA Code

Previous IA Code /

66 802.07 85

New Program Type

COMPUTER DATA BY

Nev/ School Placement ,

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 22 of 42 Scanned Jun 18, 2013

| Name of Child Start Smurg | | Grade / | | * |
|--|---------------|---------|--------|------|
| Dale of Evaluation 0 10/6/95 | | 6 | | |
| Please answer all questions. Beside each item, indicate the degree | 7///:= 70/ | | | |
| of the problem by a check mark (1/2) | t. | | 13 | |
| | | | | |
| (¥) | | | | |
| | Not | | Pretty | Very |
| 1. Aastlass in the "squirmy" sense. | | - | | |
| 2. Makes inappropriate noises when he shouldn't. | | | | - |
| 3. Demands must be met immediately. | | | | - |
| 4. Acts "smart" (impudent or sassy). | | | 17 | - K |
| 5. Temper outbursts and unpredictable behavior. | | _ | | |
| 6. Overly sansilive to criticism. | | | | - |
| 7. Distractibility or attention span a problem. | | | | V |
| | | 1 | 1 | |
| | | | | |
| 8. Disturbs other children. | | | | |
| 9. Daydreams. | | | 1 | |
| 10. Pouts and sulks. | | | | - |
| 11. Mood changes quickly and drastically. | | | 17 | |
| 12. Quarrelsome. | | | - | |
| 13. Submissive attitude toward authority. | * | | | |
| 14. flesticss, always "up and on the go." | | | | |
| | | | | |
| " | | | | |
| | | | | |
| * _{**} | | | | |
| | | | | |
| | | | | |
| 15. Exclobia, impulsiva. | | | 72 | |
| 16. Excessive demands for teacher's altention. | | | | |
| 17. Appears to be unaccepted by group. | | | | |
| 18. Appears to be easily led by other children, | | | 1 | |
| 19. No sense of fair play, | V | | | |
| 10. Appears to lack leadership. | | | | |
| 1. Fails to finish things that he starts. | | | | 1/ |
| The state of the s | • | | 1 | |
| | | | | |
| 2. Childish and Immature. | | 1 | | |
| 3. Denies mistakes or blames others. | | | | 1 |
| f. Does not get along well with other children. | | | ~ | |
| . Uncooperative with classmates. | | yest | ~ | |
| 5. Easily frustrated in efforts. | | V | | |
| 7. Uncooperative with teacher. | | | - | 1- |
| | | - | | - |
| 3. Difficulty In learning. | | V | | |

٦.

23

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 23 of 42 **Scanned Jun 18, 2013**

| lease answer all questions. Beside each item, indicate the degree | 2 | | | | |
|---|---------------|-------|--------|--------|-------|
| (the problem has check mark (1/2) | 4 | | | :[*: | |
| s = = = = = = = = = = = = = = = = = = = | Γ | Notat | Just a | Pretty | Very |
| 1. Restless in the "squirmy" sense. | | all | little | much | inuch |
| 2. Makes inappropriate noises when he shouldn't. | | | | | 1 |
| 3. Demands must be met immediately. | | | | | ^ |
| 4. Acts "smart" (impudent or sassy). | | | | | V |
| 5. Temper outbursts and unpredictable behavior. | | | | | ~ |
| 6. Overly sensitive to criticism. | CONTRACTOR OF | | | | |
| 7. Distractibility or attention span a problem. | | | | | |
| | | | | | 1 |
| 8. Disturbs other children. | | | | | |
| 8. Daydreams. | | | | | 1 |
| 0. Pouts and sulks | | | | / | |
| Mood changes quickly and drastically. | | | _/ | | |
| 2. Quarrelsome. | | | | | 1/ |
| 3. Submissive allitude loward authority. | | | | | 1 |
| 4. Restless, always "up and on the go." | | | | | - |

| - | 5, Excllabla, Impulsive. | | | |
|----------------------|--|-----|---------|----|
| 16. | . Excessive demands for leacher's allention, | - | | 1 |
| 17. | . Appears to be unaccepted by group. | | | - |
| 18. | Appears to be easily led by other children. | | 557 | 1 |
| 19. | No sense of lair play. | - V | | |
| 20. | Appears to lack leadership. | | | 1 |
| 21 | Falls to state to the second s | | 1 | |
| | Fails to finish things that he starts. | | | 1年 |
| | | | | 二 |
| 2. | Childish and Immature. | | | |
| 2. | Childish and Immature. Denies mistakes or blames others. | | | - |
| 2. J. 4. | Childish and Immature. Denies mistakes or blames others. Does not get along well with other children. Uncooperative with classmates. | | | |
| 2. J. 4. 5. | Childish and Immature. Denies mistakes or blames others. Does not get along well with other children. Uncooperative with classmates. Ensily frustrated in efforts. | | Ž | |
| ?2. ?3. ?4. | Childish and Immature. Denies mistakes or blames others. Does not get along well with other children. | | | |

27

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 24 of 42

Scanned Jun 18, 2013

ATTENTION-DEFICE HYPERACT VITY DISORDER IN CHILDREN U 177

| | | | ** |
|---|------------|--|---------------------------|
| | | Dest 11/2/95 | |
| | ſ | - Format | |
| | | | OFFICE USE |
| | | TEACHER QUESTIONNAIRE | Patient No. |
| | | Preilminary School Report | Study No. |
| | 12 | | where |
| | | Same of Child John RAMIREZ | _ Date |
| | (| School Attended Wynn Seale | Grade |
| | | 1771 Auers Corpus Ch | 134 1×78401 |
| | | School Address Number and Speed Name of Principal M. Dick Peltz | Zap. |
| | | 13.14- | rds describe briefly this |
| | | 1. How long have you known this clud? Lawes. In your own wo clude's main problem. | I I S = . = |
| | | oxtremely active can't sit still | 1 glways |
| 1,997 (1,997) (1,997) | i i | Figiting chewing Fingors, hand object | + 000 10+ |
| - 12. | 1 | 1965 Jumping Tunning moving sa | with focusing |
| | | II. STANDARDIZED TEST RESULTS A Intelligence Tests A Intelligence Tests | in a some or little |
| | 1 | Detier , 3 - | |
| ed., 21 | 4 | Name of Test Date C.A. M.A. | LQ. |
| |] | | |
| 10.4 | 7 | | |
| | i i | B. Most Recent Achievement Tests 5/94 | then ball |
| | n Se | Grade When Achievement | EXEMPT-ARD |
| | ġ | Subject Fested Goads Level | |
| | | Spelling | |
| 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | ii. | III. ACHIEVAMENT IN SCHOOL SUBJECTS | 1 |
| | | A. List subjects in the appropriate category | |
| 7. | 4 | Vory Good Average Barely Passing | Failing |
| | | 7 Roucing | - L |
| 100 - | | English | |
| | | Social Studios | |
| 12.1 | | | 7. 1000 |
| | | If Ville pays le was suppose | 70 7060, |
| 10.5 | 到 / | and disation de 1100 diagnos | a la House |
| 1. | al E | by the never given (U. | suldication |
| | | It Aild Days le was suppose medication the was dugned but was never given the We hurts the children especia | ele durine |
| \$3F \u | 27 | Il sucus The Care as - soft | |
| - 100 | 1.74 | rassing periods. | % - |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 25 of 42

Scanned Jun 18, 2013

180 DISRUPTIVE BEHAVIOR DISORDERS

| | *1 | | OFFI | CE USE |
|---|-------------------|------------------|-----------------|----------------------|
| ILACHER QUESTIONNA | IRE (Conlinu | ed) | Catient l | Yu. |
| and an extend Report | | | Study N | o. |
| llminary School Report | | • • | L | |
| ACTHE VEMENT IN SCHOOL SUBJECTS B. Check special placement or help this c Ungraded (-) Sight-Savi | ng () Special | <u></u> | edial Reading (| Speech Correction |
| Tutoring, specify subjects | | | | |
| Other, specify | | | | |
| Listed below are descriptive terms of bel | navior. Place a s | heck mark in the | column which t | est describes |
| this child. ANSWER ALL ITEMS | | | fi | 15 |
| | | Degree of | Activity | |
| Observation | Not at all | fust a little | Pretty much | Very much |
| CLASSROOM BEHAVIOR | | | | |
| 1. Corestantly fidgeting | | | | |
| 2. Homs and makes other odd noises | | | | Z |
| Demands must be met immediately—easily frustrated | | | | |
| 4. Coordination poor | | 1 | | |
| 5. Restless or overactive | | | | |
| 6. Excitable, impulsive | | | | |
| 7. Inattentive, easily distracted | | | | - |
| 8. Fails to finish things he starts— short attention span | | | | |
| 9. Overly sensitive | | | V | |
| III. Overly serious or sad | | 1-7- | | t |
| 11. Davdreams | | | - | |
| 12. Sullen or sulky | | - | | 1 |
| 13. Cries often and easily | | | | 1 |
| 11. Disturbs other children | 1-1- | | | |
| 15. Quarrelsome | | - | | |
| In. Moral changes quickly and drastically | | | | 17 |
| 17. Acts "smart" | | | | 13/ |
| 5 18. Destructive | - | - | 1 | |
| 19. Steals | | 17 | | 1 |
| 20. Lies 21. Temper outbursts, explosive and | | 1 | 1 | 1 |
| unpredictable behavior | 1 | | 1 7 | 1 |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 26 of 42 $\bf Scanned\ Jun\ 18,\ 2 \cup 13$

ATTENTION-DEFICIT HYPERACIIVITY DISORDER IN CHILDREN 1 181

| 498 | | Degro | e of Activity | | |
|---|----------------|---------------|---------------|--------|-----------|
| Observation | Not at all | Just a lit | lle Prett | much T | Very much |
| GROUP PARTICIPATION | | ¥ | | , madi | very much |
| 22. Isolates himself from other children | | 1 | | | |
| 23. Appears to be unaccepted by group | | | | | / |
| 24. Appears to be easily led | | | | | |
| 25. No sense of fair play | - | | | | ./ |
| 26. Appears to lack leadership | 7.15 | | | | |
| 27. Does not get along with opposite sex | | | | - | // |
| 28. Does not get along with same sex | | | | | 1 |
| 29. Teases other children or interferes with their activities ATHITUDE TOWARD AUTHORITY | 9 | | | | _/ |
| NI. Submissive | ./ | T | | | |
| 11. Defiant | | 1 | | | |
| 12. Impudent | | | | | |
| 13. Shy | v/ . | | | | |
| 4. Fearful | | | | | |
| 15. Excessive demands for teacher's attention | | | | | / |
| 7 Overly anxious to please | | 1 | | | |
| 8. Uncooperative | | | | | |
| 9. Attendance problem | V | | | | |
| AMILY OF CHILD Do other children in the family who a , please explain. | ttend your sch | wil present a | ıy problem? | | |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 27 of 42

Scanned Jun 18, 2013

Alt procedures and information in this document are required by law and SBOE 89.221

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT Corpus Christi, Texas [] Admission [好 Review [] Dismissal

| 95 eeting M F 053 CHOOL # |
|---------------------------------------|
| M F 053 CHOOL # |
| 053 CHOOL # |
| 053 CHOOL # |
| 053 CHOOL # |
| 053 CHOOL # |
| CHOOL # |
| |
| |
| |
| |
| |
| |
| () |
| is d) |
| _ |
| |
| ton 9/18 |
| |
| |
| |
| |
| |
| |
| |
| |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 28 of 42

Scanned Jun 18, 2013

| * 48 | | 7 | |
|-------------------|-------|-------|---------------------|
| - Kamirez | | John | $\Box \sqcup H$ |
| STUDENT LAST NAME | Try M | FIRST | ĤI |

| CMI FWOI | THE IS NOT THE PARTY OF THE PAR |
|--------------------|--|
| DEVELOP | MENT OF THE INDIVIDUAL EDUCATIONAL PLAN (IEP) |
| YES NO | The ARD committee reviewed achievement on each short-term objective of the previous year's IEP. (Applicable to all but initial ARD meetings.) |
| =- 0- | PRESENT COMPETENCIES |
| Physica | l, as it affects participation in: |
| instruc | tional settings (include special medical procedures if needed) In good general |
| - Re | With with a sequate vision and Leaving. Had agreed |
| physical TES NO | The student is capable of receiving instruction in the essential elements of physical |
| YES NO | Medication/Frequency |
| () (| Special medical procedures (see attached Care Plan) |
| Behavi | oral, as it affects: |
| | ional placement, programming or discipline hyperactive distractible, |
| | l; aggressive; sough sixth other students |
| | 1 The student is capable of following the district's Student Code of Conduct without |
| Prevoc | ational/Vocational (when appropriate, skills which may be a prerequisite to vocational |
| educat | ion): Hat required for estudents age 14 years and under |
| Academ | nic/Developmental (provide information more specific than age/grade levels): |
| | 4. Leve havie addition and subtraction problems uf 70 % accur |
| - | able to multiply w/20% accuracy. In one the grade level in |
| | eding, Language, science, and Social studies |
| 81 | Seriencing failure Excause of inacitity to facus on tools |
| Indicate to med | ate content areas in which student's handicap significantly interferes with his her ability et regular academic mastery levels: |
| | able to function in all regular education classes |
| Ad | The medications |
| RD01-94 | INSERT IEP SHEETS AFTER THIS PAGE ARD - 2 |
| | |

INDICATE NUMBER OF PAGES OF EACH IEP: R _ Sp __ Voc __ OT __ PT __ VS __ MT __ OM __ HS __ Other __

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 29 of 42 $\bf Scanned\ Jun\ 18,\ 2\ \ 13$

| Ramirez | | | J | 5hn | | 7 | 4 .] | 06 | 129 | 84 | 1 | |
|---|---|-------------------|---|---------------|-----------------|---------------|-----------------|-------------------|---|----------------------|----------|---------------|
| STUDENT LAST NAME | | FIR | ST | | 1.5000 | М | I a | | F BIRTH | | -4. | |
| 4. SERVICES TO BE PROVIDED | B | 1 - | | | 40 | 11- | | -/- | 61. | | 4/ | |
| | DUFACI | on or s | | | -23 | 73 to | 0. | /24 | 196 for | grade _ | 06 | |
| Academic/Developmental | Funct. | Regul | ar Ed | Special | Progr. | /Grade | Rec | ular F | d Specia | | /Grade | |
| Subject Areas | Grade | Mod* | | Ed Time | Detern | ined By | Mc | od* | Ed Tim | Determ | nined By | |
| . 0 | 4 | | O I I I III C | 3 | HEN EL | ah co | l'es | No Ti | me | Keg Ec | Sp Ed | |
| Reading | 6 | 1 | 45 | | 1 | | | | | - | | |
| Canfine | 6 | 1 | 45 | 19 | / | 1 | | | | | | |
| c. Trash belo | V 6 | 1 | 45 | 3 | 1 | 1 | | | | / | | |
| o. Science | 6 | 1 | 45 | 4 | / | | | | Janu | 4 | | |
| E. Sariel Attendies | 6 | 1 | 45 | 24 | 1 | 4. | | | A | | | |
| F. D. El Enichmo | | 1 | 45 | 49 1 | 13/ | | < | | / | - | | |
| 6.2 1: 1+ | | 1 | 90 | 1 | | 1 | 1- | | | | 177 | *§* |
| N.Vocational Education | - | + | 10 | | 1 | Marine. | | - | 102 | + | - | |
| REGCVAEVEH | | | | | | | مرسق | | | 84.3 | | |
| 1.VAC | | | | 2 | | 5 20 | 1 | | | | - | |
| TOTAL MINUTES PER DAY | *************************************** | | 300 | * | | | | 9 | | | | |
| If times yark from requirement | nts in | 19 TAC | | 1, give | lustif | cation: | (| en | Alexi | 1100 | , | |
| Muneaule | - | | - | | - | | | | 0 | TS-IS Beet | | - C - |
| Auditory Ndcp Services Counseling Health Services | ress fo | r parti | cipation cip | on in e | TAAS -Ex | cempt ting | acti | vities: Test P | : _3 week dodificati interpret ow oral re | ons: er sponse | eeks | |
| Music Therapy Occupational Therapy | / | Scie | al Stu nce | dies | - All | offered | | | ividual ad braille o | | | |
| Orientation & Mobility Physical Therapy | 1- | | areas | | for | grade | | othi | | | | |
| Speech Services Alexander | deal | | OT | 7 M | - | Referr | | ate 🛬 | harek | Hed. | do le | d N/A |
| Vision Services Justification for Transporta | 1 | NO | nt | nee | dod | Test 0 | ate | 11. | 29-94 | | | |
| Due to handicapping condi | | servic | es are | not | | Medica | i Dat | te | | D | × | |
| available at home camples. | 1 4 | 0 26 | May | el | | IQ Tes | | WIS | C-IL T | est W | ENT-R | |
| Bus Regular or special | | pecial nformat | ion on | file | | v /0 | 7 P. | 106 | s 107 | - | | > |
| Comments: & An un | 11 | Las | le- | U | , | | - 65 | 100 | - Contract of the Contract of | - Aprillation | enden | |
| Trok and | AN | .07 | 4 | 10 | 1: 1 | R S | s <u>9</u> | 7 6 | 4.5 | | ate pro | 0.000 |
| texti | 1 | K#3 | the Whe | et 184 é | i) Ed | RC S | S | 26 ci | 4.2 | 55: 99 | A Onc | 19 Prof. Batt |
| - mug | - | | | N 1 - | | WL S | 5 8 | 5 G | 3.2 | Lang. I | Dom. | (C. 7) |
| | | Data B | y: | DLC | | | | 111 | 6,0 | Tan | 7 | |
| 10# 9/1/5/14 Inst | . Arr. | Code | 03 | Prog | Туре | CM | _ | Dism. (| | Date | | |
| ARD Date 09 29 95 Type R | Home | Sch # Q | 53 1 | lacemer | nt Sch i | 053 | Dis | abilit | y Code(s) | LD. | 語して | ole |
| ARD01-94 * | Modificaria | ns needed to | amenie enc | een in regula | r, retrodial ar | nd mapportive | program | ₩ Including | | AR | D - 3 | į |

(5

Scanned Jun 18, 2013

| Kanirez- | John H. |
|--|--|
| UDENT LAST NAME | FIRST MI 9-29-95 |
| . MODIFICATIONS DETERMINED BY ARD CO | MMITTEE |
| - International Control of the Contr | COURSE/CORDICIUM AREA 1995-1996 |
| To assure appropriate instruction | COURSE/CURRICULUM AREA |
| for the student and better coor- | . [7] [] [] [|
| dination among regular, vocational | 1 1 |
| and special education staff, the checked modifications have been | |
| designated by the ARD Committee | 1119/2011 |
| for implementation in the courses | MODIFICATION |
| noted. | I DEFERE |
| | 133319171 |
| | I KLEKEE EN |
| | MAT 1774 CMC |
| | 1. Leave class for resource assist |
| | 2. Oral tests |
| | 3. Short answer tests |
| 6 | 4. Modified tests 5. Taped texts |
| Ossistine Technology | 6. Highlighted texts |
| Assistive Sechnology recommended: | 7. Taping tectures |
| eemman | 8. Note taking assistance |
| Tues Vyo | 9. Extended time for completion o |
| Behavior Management | assignments |
| Plan | 10. Shortened assignments |
| | 11. Assignment notebooks |
| [] YES [] NO | 12. Peer tutoring |
| _ · Ur | 13. Study sheets |
| | 14. Repeated review/drill |
| | 15. Reduced pencil/paper tasks 16. Calculators |
| | 17. Preferential seating |
| and the full or Man | 18. Interpreter for the deaf |
| Regular Discipline Plan | 19. Frequent breaks |
| (VYES () NO | 20. Defined limits |
| C prices to a no | 21. Cooling off period |
| | 22. Concrete reinforcers |
| | 23. Positive reinforcers |
| | 24. Behavior management systems |
| | 25. Special instructional or adapt |
| [] Modifications not | 26. Increased response time |
| | 27. Directions given in a variety |
| needed or not applicable | WAYS MAYS |
| oppricació | 28. Adjustments for misarticulation |
| | in responses |
| | 29. Alternative materials |
| | 30. Alter grade distribution |
| | (i) Leave class for speech service |
| | 32, Other: |
| | 33. Other: |

| n | |
|------|--|
| - 4 | |
| STUD | TAMILEZ JOHN H. |
| 6. | DETERMINATION OF PLACEMENT |
| | |
| # | Placement alternatives reviewed include services in regular and compensatory education for which the student is eligible, consideration of occupational training needs for students at or before entry into high-seheol-and-additional services. |
| | Chapter I Compensatory Special Ed Resource Homebound Services Other Africa Special Ed S/C Regular Vocational Regular Education Separate Special Ed Occupational Trng Campus |
| | DISCUSSION: Mr. Ger qualifier of Afect Access the Blind and Visually Impaired or Texas School for the Blind and Visually Impaired or Texas School for the Deaf if student is visually or auditorial handicapped or deaf-blind. Student is not AH or VH. |
| | NOTE: LEAST RESTRICTIVE ENVIRONMENT JUSTIFICATION ARD/JEP REPORT SUPPLEMENT SHOULD BE COMPLETE BEFORE IDENTIFYING CAMPUS AND INSTRUCTIONAL ARRANGEMENT IF STUDENT IS TO BE IN SPECIAL EDUCATION FOR 50% OR MORE OF SCHOOL DAY. |
| | The committee determined that the student's placement will be: Content Mexicus Only (Campus Campus Campus Only (Campus Only (Peims Wille)) |
| | The second secon |
| | [] This is the campus which the student would attend if not handicapped. If NO, explain: YES NO |
| | [] This is the campus which the student would attend if not handicapped. If NO, explain: |
| 7. | YES NO |
| 7. | ASSURANCES (check [/] if applicable) • The committee assures that special education placement: •for national origin minority group students or linguistically different students is not based on criteria which were developed solely on command of the English Language. Basis for assurance: |
| 7. | ASSURANCES (check [/] if applicable) • The committee assures that special education placement: *for national origin minority group students or linguistically different students is not based on criteria which were developed solely on command of the English language. Basis for assurance: [] adaptations in testing procedures [] treview of parent/student information [] use of interpreter *is not based on deficiencies identified as directly attributable to a different culture. Li |
| 7. | ASSURANCES (check [/] if applicable) • The committee assures that special education placement: *for national origin minority group students or linguistically different students is not based on criteria which were developed solely on command of the English language. Basis for assurance: [] adaptations in testing procedures [] review of parent/student information [] use of interpreter [] review of language assessment |
| 7. | ASSURANCES (check [/] if applicable) • The committee assures that special education placement: +for national origin minority group students or linguistically different students is not based on criteria which were developed solely on command of the English language. Basis for assurance: [] adaptations in testing procedures [] review of parent/student information [] use of interpreter +is not based on deficiencies identified as directly attributable to a different culture, listyle or lack of educational opportunities. Basis for assurance: |

INSERT ARD/IEP SUPPLEMENTS AFTER THIS PAGE, WHEN APPLICABLE.

___ Health Care Plan

___ Extended Year Services

Behavior Management Plan

___ Least Restrictive Environment

For students who are visually handicapped, hearing impaired, autistic, in need of behavior management, recommended for day/residential facilities, recommended for school removal/alternative placement or on separate special education campuses, see the attached IEP supplement(s).

Visually/Auditorially Handicapped
Regional Day School for the Deaf

___ Day/Residential Placement and

On-Site Visit Report

_ Autistic _ Hinutes Page Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 32 of 42

Scanned Jun 18, 2013

Page _____ of _____

ARD MINUTES

| Student's Name: John Kumirez Date: 4/39/95 |
|---|
| Date of Birth: U6/39/84 Recorder: XV DILITIE |
| ARD Committee Members: See Signature Page CIIt: 11-29-94, 1-9-95 Speech: 5/21/93, 9-26-95 Orderia Meet eligibility as Learner, Highlid/ |
| |
| |
| Instruction: Deather feels that John has problems with sittlers still. Move around |
| the class of an hallways. |
| the world speech resting-themsold the to |
| de ten data. Surgery was not done. |
| no medication where is given at this time |
| but parent plans to follow up in a |
| medical brucher. I dut to hyperoctrix/ponatte. |
| CERACICI) |
| acadenice: math does tasce operations (+; 1) |
| acadenice: math does lasce operations (+, 1) |
| John well attend all Regular Ed Clares |
| and in allie to dill be much by at went min. |
| $\mathcal{N}_{-} = \frac{1}{2}$ |

| Camire | | J | John H. | | |
|--|---|--|--|---|--|
| STUDENT LAST NAT | ME | *************** | FIRST | | |
| 8. SIGNATURES | OF COMMITTEE MEMBEI | RS | | | 103 |
| P O S | ITION | SP. | SIGNATURE | AGREE | |
| | | | SIGNATURE | (4.) | |
| Parent/Guardia | n/Surrogate Parent | | & Real Miles Co. | 4 | |
| Administration | | | Thurs Change | - | - |
| Instruction | | سيا | The Maria Maria Maria | 100 | |
| Instruction(SP | | | 3/ 3/ | - | |
| Consultant/Cha | irperson | | A S Va | | 1 |
| Assessment* | | - | 1 co de La Class | Berne | |
| | es Representative | - | -V | | |
| Vocational Tea | cher** | | | | |
| | H Specialist*** | | | 1 | |
| LPAC | | | 2 | | |
| | ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ | - | | | |
| a separate state | ment presenting rea | sons | agrees with the decisions reflected in this report, for disagreement. | he/she | may |
| Signature of int [] The ARD Com to a recess | erpreter, if used a | t thi | s meeting n mutual agreement. The school has offered and the phool days. During the recess the parent may consider | parent | has |
| Signature of int [] The ARD Com to a recess gather addi | erpreter, if used a | t thi | s meeting n mutual agreement. The school has offered and the phool days. During the recess the parent may consider additional resource persons to present to the Commutual agreement. The Committee will | parent | has erna to |
| Signature of int [] The ARD Com to a recess gather addi | erpreter, if used a mittee is unable to of not more than tional data, and/or | t thi | s meeting n mutual agreement. The school has offered and the phool days. During the recess the parent may consider additional resource persons to present to the Company of the contract of the Company of the Compa | parent der alt mittee | has erna to |
| Signature of int [] The ARD Com to a recess gather addi the Commi | erpreter, if used a mittee is unable to of not more than tional data, and/orittee in reachi | t this reach to solve obtains | s meeting n mutual agreement. The school has offered and the phool days. During the recess the parent may consider additional resource persons to present to the Commutual agreement. The Committee will | parent der alt mittee recor | has erna to nven |
| Signature of int [] The ARD Com to a recess gather addi the Commit [] The parent of (staff memb parent. Your rights we | erpreter, if used a mittee is unable to of not more than tional data, and/orittee in reachi DATE of this student was reer) | t this reach to be a second obtains | s meeting n mutual agreement. The school has offered and the phool days. During the recess the parent may consider additional resource persons to present to the Commutual agreement. The Committee will at PLACE AND TIME | parent der altemittee recor- mmittee meeting | has erna to nven e app |
| Signature of int [] The ARD Common to a recess gather addithe Common the Common to a recess gather and the Common the Co | erpreter, if used a mittee is unable to of not more than tional data, and/orittee in reachi DATE of this student was reer) re explained to you dent Rights. Pleas | t this reach to be a not provided in the not p | mutual agreement. The school has offered and the phool days. During the recess the parent may consider additional resource persons to present to the Commutual agreement. The Committee will at PLACE AND TIME resent at the ARD Committee meeting; therefore, the contour communicate the results of this you received the current copy of the booklet, Specifier to page vi of this booklet for information on present at the ARD committee meeting. | parent der alte mittee recor mmittee meeting al Educ ocedura | has erna to nven e app wi |
| Signature of int [] The ARD Com to a recess gather addi the Commit [] The parent of (staff membroarent.) Your rights we parent and Stusafequards. FOR INITIAL PL | erpreter, if used a mittee is unable to of not more than tional data, and/orittee in reachi DATE of this student was reer) The explained to you dent Rights. Please ACEMENT | t this reach to the reach to th | s meeting n mutual agreement. The school has offered and the phool days. During the recess the parent may consider additional resource persons to present to the Commutual agreement. The Committee will at PLACE AND TIME resent at the ARD Committee meeting; therefore, the control to communicate the results of this | parent der alte mittee recor mmittee meeting al Educ ocedura | has erna to nven e app wi |

SIGNATURE OF PARENT, GUARDIAN, SURROGATE PARENT OR ADULT STUDENT DATE I $_$ do, $_$ do not grant permission for the student to be transported by bus during the school year for the purpose of reevaluation or vocational assessment. SIGNATURE OF PARENT/GUARDIAN OR SURROGATE PARENT 88.8 4

....

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 34 of 42 **Scanned Jun 18, 2013**

| Rev. | 4 | 2/02 |
|--------|-----|------|
| CARLY. | - 1 | 2/92 |

STUDENT CHECK-OUT SHEET **ELEMENTARY SCHOOL**

| County District | 182 Campus | s Number | - | | | | SS # | - | ck-Out Sheet02-16-95 |
|--|---|---|------------------|--------------------|---------------------------------------|---|---|-----------------|--|
| • | , | | | | | | | | 17293059 |
| Student ID Number | 446 | 042 | | | | | ID Last I-94 | Repo | orted to PEIMS |
| Name Ramire | z | | John | | 1) | н. | | | |
| Last Name Present Address | | | | | | MI Co | trans (| The s | sti. TX. 4318 Molina |
| Parent or Guardian | John : | & Priso | cilla I | Ramirez | | Date of Birth 06- | 29-84 | JUL | Sex: MAY FI |
| Ethnicity: American | Indian/Al | lackan [] | Anian | (Da-16-1-1 | | Sale of Bildi | YY | | Sex: MAN F |
| Phone No. <u>691-5</u> | 572 | dSkall U | Grad | recific isia | ander 🔾 | Black LI Hispa | nic' L | Whi | te/Not Hispanic 🗆 |
| Present School Je | Merison | n Elem | Can | nous # | 187 | HISD DI Ma | _ 3444 | -60 | 5000 Sharman |
| New School | | | Can | nnus # | | = HISD RL NO | <u> </u> | loress | out of District |
| Reason for checking | out | | Movino | 1 | | FIISD Ht. No | A0 | ares | THE THE TAXABLE CO. |
| LEP: Yes 🗋 | NAPI | FC | Lloval | 1 | 1 ED D | manage Olevinia - N. D. | | | |
| Chapter 1 XX | | Spe | ecial Ed (| जि | Special | gram Flacement U | M | | cable) Psycho-ad. has |
| Check one if approp | riate: Mi | grant S | PEEC H | | ofugee # | cu. Placement 🗀 [[| neck if | Apple | cable) isycho-a.a. has |
| Date of last attendar | nce 0 | 2-17-9 | 5 | | eidhea * | | Imr | nigrai | nt ELAW MIAN |
| Is student currently u | | | | No KK = | | V. D. N. 19 | | | qualting AKD |
| If yes, date suspensi | | | | | | | | | -/ |
| | | | | - | | | er managerin | | (46) I A TRA II AND A |
| Effective date of ADA | A Withdray | wai <u>UZ-</u> | -20-43 | | Attend | lance ClerkC. | iells | | |
| SUBJECT | Current | | Current Cycle | Current | Semester Total | | Bool | ReL | · |
| | Subject | Conduct | Excused Absences | Unex. Absences | Ex. Curr. Absences | Teacher's Signatur | - | No | If no, name, number, price of book |
| Fleading | 84 | P | 0 | 0 | / | 11281 | | - | |
| Writing | 83 | P | 0 | 0 | 1 | a gan | 1 | | |
| 1 | | | | | - | <i>x / a / x / x / / / / / /</i> | | | 7.7. |
| Spelling | | .5 | 0 | 10 | 1 | 13921 | 1 | | |
| Spelling | 74 | 5 | 0 | 0 | / | 1 Blu | 1/ | | - |
| Spelling Mathematics | 74 | S | .0 | 0_ | 1 | 4384 | IV | , | |
| Spelling Mathematics Science | 78 | S | 0 | 0 | 1 | | JV yv | | |
| Spelling Mathematics Sicience Social Studies | 74 | S | .0 | 0_ | 1 1 1 | John John | リンツン | | |
| Spelling Mathematics Science Social Studies ESL | 74 78 70 70 | S | 0 | 0 | 1 1 1 | 138h | リングン | | |
| Spelling Mathematics Sicience Social Studies | 74 78 70 70 | SPS | 0 | 0 0 | / / / / / / / / / / / / / / / / / / / | 13811 138111 137 3:45 (10) | 10 | | Porce 363 |
| Spelling Mathematics Sicience Siocial Studies ESL General Conduct | 74 78 70 70 70 8- | SPS | 0 | 0 0 Basa | | | | | Page 368 |
| Spelling Mathematics Science Social Studies ESL General Conduct | 74 78 70 70 70 3- | 2000 | 0 | O O Bass | Ar | nount due library (if | not clear | 4 | |
| Spelling Mathematics Science Social Studies ESL General Conduct Librarian Ms. S Counselor Ms | 74 78 70 70 3- ayles Roby | SPS | 0 0 | 0 0 Basa | Ar | nount due library (if | not clear | r) | Reduced Lunch Q |
| Spelling Mathematics Science Social Studies ESL General Conduct Librarian Ms. S Counselor Ms | 74 78 70 70 3- ayles Roby | SPS | 0 0 | 0 0 Basa | Ar | nount due library (if neck if applicable: I | not clear | r) | Reduced Lunch Q |
| Spelling Mathematics Sidence S | 74 78 70 70 70 S- ayles Roby | SPS | 0 0 | 0 0 Basa | Ar | nount due library (if neck if applicable: I nount due office (pic Attach a copy of th | not clea Free Lur tures, lu | ncifts inch, | Reduced Lunch 🔾 |
| Spelling Mathematics Sidence S | 74 78 70 70 70 S- ayles Roby | SPS | 0 0 | 0 0 Bass | Ar | nount due library (if neck if applicable: I nount due office (pic | not clea Free Lur tures, lu | ncifts inch, | Reduced Lunch 🔾 |
| Spelling Mathematics Science Siccial Studies ESL General Conduct Librarian Ms. S Counselor Ms Nurse | 74 78 70 70 3- ayles Roby | S P S S S S S S S S S S S S S S S S S S | 0 0 | 0 0 Bass | Ar | nount due library (if neck if applicable: I nount due office (pic Attach a copy of th check-out sheet. | not clear Free Lur tures, lu | ncif & inch, | Reduced Lunch □ etc.) and free lunch application to the |
| Spelling Mathematics Sicience Sicience Sicience Sicience Sicience Sicience Sicience Sicience Sicience Mathematics ESL General Conduct Librarian Mas. S Counselor Mas Nurse VACCINES DIPHTHERIA TETANUS | 74 78 70 70 3- ayles Roby | S P S S S S S S S S S S S S S S S S S S | 0 0 | 0 0 Bass | Ar | nount due library (if neck if applicable: I nount due office (pio Attach a copy of th check-out sheet. | not clear ree Lur tures, lu e report | card | Reduced Lunch etc.) and free lunch application to the |
| Spelling Mathematics Sidence Social Studies ESL General Conduct Librarian Ms. S Counselor Ms Nurse | 74 78 70 70 3- ayles Roby | S P S S S S S S S S S S S S S S S S S S | 0 0 | 0 0 Bass | Ar | nount due library (if neck if applicable: I nount due office (pic Attach a copy of the check-out sheet. Copy of report card | not clear ree Lur stures, lu e report will be p | card | Reduced Lunch etc.) and free lunch application to the din student's permanent folder lunch and the factorial decoration decoration. |
| Spelling Mathematics Sicience Sicience Sicience Sicience Sicience Sicience Sicience Sicience Sicience Mathematics ESL General Conduct Librarian Mas. S Counselor Mas Nurse VACCINES DIPHTHERIA TETANUS (DPT or OT) | 74 78 70 70 3- ayles Roby | S P S S S S S S S S S S S S S S S S S S | 0 0 | 0 0 Bass | Ar | nount due library (if neck if applicable: I nount due office (pic Attach a copy of the check-out sheet. Copy of report card | not clear ree Lur stures, lu e report will be p | card | Reduced Lunch etc.) and free lunch application to the |
| Spelling Mathematics Sicience Sicience Siocial Studies E:SL General Conduct Librarian M6. S Counselor M6 Nurse VACCINES DIPHTHERA TETANUS (IDPT or OT) POLIO (Oral) MEASLES (Ruberda) RUBELLA (3-day or May) | 74 78 70 70 3- ayles Roby | S P S S S S S S S S S S S S S S S S S S | 0 0 | 0 0 Bass | Ar | nount due library (if neck if applicable: I nount due office (pic Attach a copy of the check-out sheet. Copy of report card | not clear ree Lur stures, lu e report will be p | card | etc.) and free lunch application to the din student's permanent folder lunched and free lunch application to the lunch application application to the lunch application applic |
| Spelling Mathematics Sicience Moderate Librarian Moderate Librarian Moderate Librarian Moderate Librarian Moderate Moderate VACCINES DIPHTHERIA TETANUS (OPT or DT) POLIO (Oral) MEASLES (Ruberta) RUBELLA (2-day or Hamiltonia) | 74 78 70 70 70 3- ayles Roby | S P S S S S S S S S S S S S S S S S S S | 0 0 | 0 0 Bass | Ar | nount due library (if neck if applicable: I nount due office (pic Attach a copy of the check-out sheet. Copy of report card Principal AXMAXMA Present school pho | not clear Free Lur stures, lu e report will be p | card | Reduced Lunch etc.) and free lunch application to the din student's permanent folder mandine A. Ja. (713) 696-2780 |
| Spelling Mathematics Sicience Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics Mathematics DIPHTHERIA TETANUS (DPT or OT) POLIO (Oral) MEASLES (Fluberda) RUBELLA (3-day or Garman Measles) MUMPS DIPHTHERIA TETANUS MATHEMATICS DIPHTHERIA TETANUS DIPHTHERIA TETANUS MATHEMATICS DIPHTHERIA TETANUS MATHEMATICS DIPHTHERIA TETANUS DIPHTHERIA TETANUS MATHEMATICS DIPHTHERIA TETANUS MATHEMATICS DIPHTHERIA TETANUS | 74 78 70 70 70 3- ayles Roby | S P S S S S S S S S S S S S S S S S S S | 0 0 | 0 0 Bass | Ar | nount due library (if neck if applicable: I nount due office (pic Attach a copy of the check-out sheet. Copy of report card Principal AXMAXMA Present school pho | not clear Free Lur stures, lu e report will be p | card | Reduced Lunch etc.) and free lunch application to the din student's permanent folder mandine A. Ja. (713) 696-2780 |
| Spelling Mathematics Sicience Mathematics Librarian Mathematics Librarian Mathematics Mathematics VACCINES DIPHTHERA TETANUS (IPT or OT) POLIO (Oral) MEASLES (Pluborda) FUBELLA (3-day or Garman Measles) MUMPS (MMR) | 74 78 70 70 3- ayles Roby | Date 2nd 134/84 | 3rd X11/3/85/ | Bass Last Bo | Ar | nount due library (if neck if applicable: I nount due office (pic Attach a copy of the check-out sheet. Copy of report card Principal AXMAXMA Present school pho | not clear Free Lur stures, lu e report will be p | card | Reduced Lunch etc.) and free lunch application to the din student's permanent folder lunch and the factorial decoration decoration. |
| Spelling Mathematics Sicience Mathematics Mathematics Mathematics Mathematics VACCINES DIPHTHERIA TETANUS (IOPT or OT) POLIO (Oral) MEASLES (Ruberda) RUBELLA (3-day or Garman Measles) MUMPS (MMR) HIB | 74 78 70 70 3- ayles Roby | Date 2nd 134/84 | 3rd X11/3/ | 0 0 Bass | Ar Cl | nount due library (if neck if applicable: I nount due office (pic Attach a copy of the check-out sheet. Copy of report card Principal AKKAKA Present school photographs will be enrolled will be enrolled. | not clear Free Luritures, luritures, luritures, luritures, luritures, luritures, luritures de reporte villa per reporte de reporte d | nch card | Reduced Lunch etc.) and free lunch application to the din student's permanent folder the lunch student's factorial of the lunch st |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 35 of 42

Scanned Jun 18, 2013

THE PARTY

Corpus Christi, Texas

| Temporary | ARD/IEP | Committee | Report | for | Transfer | Students |
|-----------|---------|-----------|--------|-----|----------|----------|
|-----------|---------|-----------|--------|-----|----------|----------|

| 1. Date of Meeting: 8-21-95 | | ARD Notificati | on Date:8-18-95 |
|---|-------------------------------------|----------------------------------|---|
| 2. Student: Romiyo: John (Last) (First) | + DOB.06 129 184 ID# | 9665114 Se | x: M F GradeO6 |
| 3. Parent(s): Canadalupe Alexandra | Phone #: 880-1138 Scho | ool: Wunn Seals | 1053 |
| Address: Now 184 Street Permanent ARD cannot be held because Other Admission to special education is based a. Parent verification that student is previous school district. Previous school district verification School Placement: Nynn Scale At | 7841 | A B B OT L Westuss I (previous s | ang: (5 S B OT or school) |
| Sulpert Arable Regular Co | | months to | Bagoning Does |
| English | V | and the second second | 8-21-95 |
| with | | | 10° 41' 13 |
| Reading | | CMC | |
| Samo | | at loast | |
| Soc. Studies | | 3/min. | 1.17 |
| PE Enrichment | | Wellen | |
| Fine Arts | | 0 | |
| Parties Services | | ri jar | |
| Speech | 15m Wkly | | |
| c | | | |
| Position | Bigneture | Agree (V) | Disagree (J) |
| Parone & Huntalin | (llamiles | Agrind I A 1 | Designed (7) |
| Administration/LPAC FRACE Ch | Ope | | |
| Instruction m. Diane | neiras | V | |
| Special Education | | | *************************************** |
| Assessment* | | | |
| Counselor | | | |
| Pleteted Services Rep. | | | |
| Voc. Teacher/Other** | | | |
| when assessment data are considered | **when vocational programs are | considered | |
| 8. Special Education: Parent and Stude | nt Rights hooklet gives (engeles es | technol) | |
| Parent Permission for Exchange of In | formation completed. | tacned). | |
| | trestructuration of the second | | |

NOTES: If a committee member disagrees with the decisions reflected in this report, he/she may submit a separate statement presenting reasons for disagreement.

SEND TWO COPIES OF TEMPORARY ARD, NOTICE OF ARD, CONSENT FOR EXCHANGE OF INFORMATION, AND RECEIPT FOR RIGHTS BOOKLET TO THE ASSOCIATE PSYCHOLOGIST/EDUCATIONAL DIAGNOSTICIAN ASSIGNED TO SCHOOL.

dg An ARD meeting will be held within 30 school days to develop an IEP based on valid assessment data.

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 36 of 42

Scanned Jun 18, 2013

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS **CONFIDENTIAL STUDENT REPORT**

NAME: JOHN H. RAMIREZ.

STUDENT-ID(PEIMS): 454713620

LOCAL-STUDENT-ID:

DATE OF BIRTH: 06/29/84

CLASS GROUP: CONRADO GARCIA

DISTRICT: 178-904 CORPUS CHRISTI ISD

CAMPUS: 004 MOODY H S

REPORT DATE: DECEMBER 2001

DATE OF TESTING: OCTOBER 2001

GRADE: 11-EXIT LEVEL

| WRITING | OBJECTIVE MASTERY* | ITEMS CORRECT/TESTED | PERFORMANCE STANDARD: Scale Score of 1500 and |
|---|-----------------------|-------------------------|---|
| WRITTEN COMMUNICATION | | | Written Composition of 2, 3, or 4 |
| 1-4, Persuasive Written Composition Rating: | | | TEST RESULTS: Met Minimum Expectations: Scale Score: |
| | | | NOT TESTED EXEMPT-ARD |
| 5. Sentence Construction | | | |
| 6. English Usage | | | |
| 7. Use of Spelling, Capitalization, and Punctuation | | | |
| TOTAL MULTIPLE-CHOICE OBJECTIVES MAST | ERED: T | OTAL PEMS: | |
| READING | OBJECTIVE | ITEMS | PERFORMANCE STANDARD: |
| | MASTERY* | CORRECT/TESTED | Texas Learning Index of X-70 |
| READING COMPREHENSION | | | TEST RESULTS: |
| I. Word Meaning | | | Met Minimum Expectations: |
| 2. Supporting Ideas 3. Summarization | | | Texas Learning Index: |
| 4. Relationships and Outcomes | | | NOT TESTED |
| | | | EXEMPT-ARD |
| 5. Inferences and Generalizations | | / | WALLE IN TO SALE |
| 5. Inferences and Generalizations 6. Point of View, Propaganda, and Fact and Opinion | | | WARRING A-SALSON |
| 5. Inferences and Generalizations 6. Point of View, Propaganda, and Fact and Opinion | | | |
| 5. Inferences and Generalizations 6. Point of View, Propaganda, and Fact and Opinion | | | Maximum TLI Score Possible: X-97 |
| 6. Point of View, Propagancia, and Fact and Opinion | FD FD. P | OTAL | |
| 5. Inferences and Generalizations 6. Point of View, Propagancia, and Fact and Opinion TOTAL OBJECTIVES MAST | ered: 11 | OTAL TEMS: | Maximum TLI Score Possible: X-97 |
| 6. Point of View, Propagancia, and Fact and Opinion TOTAL OBJECTIVES MAST | ERED: Î | TEMS: | Maximum TLI Score Possible: X-97 |
| 13. Point of View, Propagancia, and Fact and Opinion TOTAL OBJECTIVES MAST | ERED: IT | | Maximum TLI Score Possible: X-97 |
| 15. Point of View, Propagancia, and Fact and Opinion TOTAL OBJECTIVES MASTI MATHEMATICS CONCEPTS | ERED: 17 OBJECTIVE | TEMS: | Madmum TLI Score Possible: X-97 X-0 X-30 X-50 X-70 X- PERFORMANCE STANDARD: Texas Learning Index of X-70 |
| TOTAL OBJECTIVES MAST MATHEMATICS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions | ERED: 17 OBJECTIVE | TEMS: | Maximum TLI Score Possible: X-97 X-0 X-30 X-50 X-70 X- PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: |
| TOTAL OBJECTIVES MASTING TOTAL OBJECTIVES AND FINANCIAL OBJECTIVES AND | ERED: 17 OBJECTIVE | TEMS: | Maximum TLI Score Possible: X-27 X-0 X-30 X-50 X-70 X- PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: |
| TOTAL OBJECTIVES MAST MATHEMATICS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions | ERED: 17 OBJECTIVE | TEMS: | Maximum TLI Score Possible: X-97 X-0 X-30 X-50 X-70 X- PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: |
| TOTAL OBJECTIVES MAST MATHEMATICS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 3. Geometric Properties and Relationships 4. Measurement Concepts 5. Probability and Statistics OPERATIONS | ERED: 17 OBJECTIVE | TEMS: | Maximum TLI Score Possible: X-27 X-0 X-30 X-50 X-70 X- PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: |
| TOTAL OBJECTIVES MASTICATIONS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 4. Measurement Concepts 5. Probability and Statistics DPERATIONS 6. Use of Addition to Solve Problems | ERED: 17 OBJECTIVE | TEMS: | Maximum TLI Score Possible: X-77 X-0 X-30 X-50 X-70 X- PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| TOTAL OBJECTIVES MASTI MATHEMATICS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 3. Geometric Properties and Relationships 4. Measurement Concepts 5. Probability and Statistics DEFERATIONS 6. Use of Addition to Solve Problems 7. Use of Subtraction to Solve Problems | ERED: 17 | TEMS: | Maximum TLI Score Possible: X-77 X-0 X-30 X-50 X-70 X- PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| TOTAL OBJECTIVES MASTI MATHEMATICS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 3. Geometric Properties and Relationships 4. Measurement Concepts 5. Probability and Statistics DPERATIONS 6. Use of Addition to Solve Problems 7. Use of Subtraction to Solve Problems 9. Use of Division to Solve Problems 9. Use of Division to Solve Problems 9. Use of Division to Solve Problems | ERED: 17 | TEMS: | Maximum TLI Score Possible: X-97 X-0 X-30 X-50 X-70 X- PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| TOTAL OBJECTIVES MASTI MATHEMATICS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 3. Geometric Properties and Relationships 4. Measurement Concepts 5. Probability and Statistics DPERATIONS 6. Use of Addition to Solve Problems 7. Use of Subtraction to Solve Problems 8. Use of Multiplication to Solve Problems 9. Use of Division to Solve Problems PROBLEM SOLVING | ERED: 17 | TEMS: | Maximum TLI Score Possible: X-97 X-0 X-30 X-50 X-70 X- PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| TOTAL OBJECTIVES MASTI MATHEMATICS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 3. Geometric Properties and Relationships 4. Measurement Concepts 5. Probability and Statistics DPERATIONS 6. Use of Addition to Solve Problems 7. Use of Subtraction to Solve Problems 8. Use of Multiplication to Solve Problems 9. Use of Division to Solve Problems 9. Use of Division to Solve Problems 9. Ose of Division to Solve Problems | OBJECTIVE MASTERY | TEMS: | Maximum TLI Score Possible: X-97 X-0 X-30 X-50 X-70 X-70 PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED EXEMPT-ARD |
| TOTAL OBJECTIVES MASTI MATHEMATICS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 3. Geometric Properties and Relationships 4. Measurement Concepts 5. Probability and Statistics DPERATIONS 6. Use of Addition to Solve Problems 7. Use of Subtraction to Solve Problems 8. Use of Multiplication to Solve Problems 9. Use of Division to Solve Problems 9. Use of Division to Solve Problems 9. Troblem Solving Using Estimation 1. Problem Solving Using Solution Strategies 2. Problem Solving Using Mathematical Representation | OBJECTIVE MASTERY | TEMS: | Madmum TLI Score Possible: X-97 X-0 X-30 X-50 X-70 X-70 PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| TOTAL OBJECTIVES MASTI MATHEMATICS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 3. Geometric Properties and Relationships 4. Measurement Concepts 5. Probability and Statistics DPERATIONS 6. Use of Addition to Solve Problems 7. Use of Subtraction to Solve Problems 8. Use of Multiplication to Solve Problems 9. Use of Division to Solve Problems 9. Use of Division to Solve Problems 9. Problem Solving Using Estimation 1. Problem Solving Using Estimation 1. Problem Solving Using Mathematical Representation 3. Evaluation of the Reasonableness of a Solution | OBJECTIVE MASTERY | TEMS: | Maximum TLI Score Possible: X-97 X-0 X-30 X-50 X-70 X-70 PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED EXEMPT-ARD |
| TOTAL OBJECTIVES MASTI MATHEMATICS CONCEPTS 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 3. Geometric Properties and Relationships 4. Measurement Concepts 5. Probability and Statistics DPERATIONS 6. Use of Addition to Solve Problems 7. Use of Subtraction to Solve Problems 8. Use of Multiplication to Solve Problems 9. Use of Division to Solve Problems 9. Use of Division to Solve Problems 9. Troblem Solving Using Estimation 1. Problem Solving Using Solution Strategies 2. Problem Solving Using Mathematical Representation | OBJECTIVE MASTERY | TEMS: | Maximum TLI Score Possible: X-97 X-0 X-30 X-50 X-70 X-70 PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED EXEMPT-ARD |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 37 of 42

Scanned Jun 18, 2013

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS CONFIDENTIAL STUDENT REPORT

NAME: JOHN H. RAMIREZ

STUDENT-ID(PEIMS): 454713620

LOCAL-STUDENT-ID:

DATE OF BIRTH: 06/29/84

CKASS GROUP: CONRADO GARCIA

DISTRICT: 178-904 CORPUS CHRISTI ISD

CAMPUS: 004 MOODY H S

REPORT DATE: DECEMBER 2001

DATE OF TESTING: OCTOBER 2001

GRADE: 11-EXIT LEVEL

| WRITING | | OBJECTIVE | ITEMS CORRECT/TESTED | PERFORMANCE STANDARD: Scale Score of 1500 and |
|--|--|-----------------------------|-------------------------|---|
| WRITTEN COMMUN | ICATION | MYSIEKI. | CORRECTITESTED | Written Composition of 2, 3, or 4 |
| 1-4. Persuasive Writter | Commodition Detical | | | 2 2 2 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 |
| Pres Subsive Willes | Composition Rating: | | | TEST RESULTS: Met Minimum Expectations: Scale Score: |
| | | | | NOT TESTED EXEMPT-ARD |
| 5. Sentence Construction | op. | | | |
| 6. English Usage | | | | |
| 7. Use of Spelling, Cap | italization, and Punctuation | | | |
| | • | | | |
| TOTAL MULTIPLE | -CHOICE OBJECTIVES MASTER | | DTAL EMS: | <u></u> |
| READING | | | | |
| | | OBJECTIVE MASTERY* | CORRECT/TESTED | PERFORMANCE STANDARD: Texas Learning Index of X-70 |
| READING COMPREH | IENSION | | | TEST RESULTS: |
| 1. Word Meaning | | | | Met Minimum Expectations: |
| Supporting Ideas Summarization | | | | Texas Learning Index: |
| 4. Relationships and O | Heeman | | | NOT TESTED |
| 5. Inferences and Gene | utcomes ralizations | | | EXEMPT-ARD |
| 6. Point of View, Propa | ganda, and Fact and Opinion | | | |
| | | | | Maximum TLI Score Possible: X-97 |
| | TATAL OR ISSUED | | DTAL | |
| | TOTAL OBJECTIVES MASTER | | OTAL EMS: | Y0 |
| MATHEMATICS | TOTAL OBJECTIVES MASTER | ED: IT | EMS: | |
| | TOTAL OBJECTIVES MASTER | | EMS: | PERFORMANCE STANDARD |
| CONCEPTS | TOTAL OBJECTIVES MASTER | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic | cal Relations and Functions | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: |
| ONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Properties | cal Relations and Functions | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Properties 4. Measurement Conce | cal Relations and Functions s and Relationships pts | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Properties 4. Measurement Concepts 5. Probability and Stalis | cal Relations and Functions s and Relationships pts | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Properties 4. Measurement Conce 5. Probability and Statis DPERATIONS | cal Relations and Functions sand Relationships pts stics | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X:70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Proporties 4. Measurement Concepts 5. Probability and Static DPERATIONS 6. Use of Addition to Se | cal Relations and Functions s and Relationships pts stics: | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Proporties 4. Measurement Concects 5. Probability and Statis 9/PERATIONS 6. Use of Addition to So 7. Use of Subtraction to 8. Use of Multiplication | cal Relations and Functions s and Relationships pts stics: b) Solve Problems to Solve Problems | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Properties 4. Measurement Concepts 5. Probability and Static 7. Use of Addition to So 7. Use of Subtraction to 8. Use of Multiplication 9. Use of Division to So 9. Use of Division to So | cal Relations and Functions s and Relationships pts stics: b) Solve Problems to Solve Problems | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Proporties 4. Measurement Concepts 5. Probability and Statis DPERATIONS 6. Use of Addition to So 7. Use of Subtraction to 8. Use of Multiplication 9. Use of Division to So PROBLEM SOLVING | cal Relations and Functions s and Relationships pts stics: blve Problems s Solve: Problems to Slolve Problems slive Problems | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Proporties 4. Measurement Concepts 5. Probability and Statis DPERATIONS 6. Use of Addition to Sc 7. Use of Subtraction to 8. Use of Multiplication 9. Use of Division to Sc PROBLEM SOLVING 0. Problem Solving Usin | cal Relations and Functions s and Relationships pts stics blove Problems to Solve Problems to Stolve Problems stics Problems | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Proporties 4. Measurement Concepts 5. Probability and Statis DPERATIONS 6. Use of Addition to So 7. Use of Subtraction to 8. Use of Multiplication 9. Use of Division to So PROBLEM SOLVING 0. Problem Solving Usic 1. Problem Solving Usic 2. Problem Solving Usic | cal Relations and Functions s and Relationships pts stics bive Problems o Solve Problems to Solve Problems dive Problems give Problems and Estimation and Solve Strategies and Mathematical Representation | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED EXEMPT-ARD |
| 3. Geometric Proporties 4. Measurement Conce, 5. Probability and Statis DPERATIONS 6. Use of Addition to So 7. Use of Subtraction to 8. Use of Multiplication 9. Use of Division to So PROBLEM SOLVING 0. Problem Solving Usi 1. Problem Solving Usi 2. Problem Solving Usi | cal Relations and Functions s and Relationships pts stics blove Problems to Solve Problems to Stolve Problems stics Problems | ED: IT | EMS: | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Proporties 4. Measurement Concepts 5. Probability and Statis DPERATIONS 6. Use of Addition to So 7. Use of Subtraction to 8. Use of Multiplication 9. Use of Division to So PROBLEM SOLVING 0. Problem Solving Usic 1. Problem Solving Usic 2. Problem Solving Usic | cal Relations and Functions s and Relationships pts stics bive Problems o Solve Problems to Solve Problems dive Problems give Problems and Estimation and Solve Strategies and Mathematical Representation | ED: IT | ITEMS CORRECT/TESTED | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED EXEMPT-ARD |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Proporties 4. Measurement Concepts 5. Probability and Statis 6. Use of Addition to So 7. Use of Subtraction to 8. Use of Multiplication 9. Use of Division to So ROBLEM SOLVING 0. Problem Solving Usit 1. Problem Solving Usit 2. Problem Solving Usit 3. Evaluation of the Rea | cal Relations and Functions s and Relationships pts stics bive Problems o Solve Problems to Solve Problems dive Problems give Problems and Estimation and Solve Strategies and Mathematical Representation | ED: IT OBJECTIVE MASTERY* | ITEMS CORRECT/TESTED | PERFORMANCE STANDARD: Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED EXEMPT-ARD |

Objective mastery standards for multiple-choice items for all subject areas are as follows: 3/4, 6/8, 9/12, 11/14, or 13/16 items.

In writing, a score of 3 or 4 is needed to master objectives 1-4, which are measured by the written composition.

You should contact the school to which your results were sent if you need further explanation.

Print # (3-01693-011)

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 38 of 42 $\bf Scanned\ Jun\ 18,\ 2\ \ 13$

TAAS TEXAS ASSESSMENT OF ACADEMIC SKILLS **CONFIDENTIAL STUDENT REPORT**

NAME: JOHN H. RAMIREZ

STUDENT-ID(PEIMS): 454713620

LOCAL-STUDENT-ID:

DATE OF BIRTH: 06/29/84

CLASS GROUP: CONRADO GARCIA

DISTRICT: 178-904 CORPUS CHRISTI ISD

CAMPUS: 004 MOODY H S

REPORT DATE: APRIL 2001

DATE OF TESTING: FEBRUARY 2001

GRADE: 10-EXIT LEVEL

| WRITING | r. | OBJECTIVE MASTERY* | ITEMS CORRECT/TESTED | PERFORMANCE STANDARD: Scale Score of 1500 and Written Composition of 2, 3, or 4 |
|---|--|-----------------------|-------------------------|---|
| WRITTEN COMMUNIC 1-4. Persuasive Written C | | | | TEST RESULTS: Met Minimum Expectations: Scale Score: |
| | | | | NOT TESTED ABSENT |
| 5. Sentence Construction 6. English Usage 7. Use of Spelling, Capita | n alizetion, and Punctuation | | | |
| TOTAL MULTIPLE-(| CHOICE OBJECTIVES MASTER | | OTAL TEMS: | |
| READING | | OBJECTIVE MASTERY* | ITEMS CORRECT/TESTED | PERFORMANCE STANDARD: Texas Learning Index of X-70 |
| READING COMPREHE 1. Word Meaning 2. Supporting Ideas | ENSION | | | TEST RESULTS: Met Minimum Expectations: Texas Learning Index: |
| 3. Summarization 4. Relationships and Out 5. Inferences and Gener 6. Point of View, Propag | | | | NOT TESTED ABSENT |
| | TOTAL OBJECTIVES MASTER | | OTAL FEMS: | Maximum TLI Score Possible: X-97 |
| MATHEMATICS | | | | |
| | | OBJECTIVE MASTERY | ITEMS CORRECT/TESTED | PERFORMANCE STANDARD: Texas Learning Index of X-70 |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Properties | | | | |
| CONCEPTS 1, Number Concepts 2. Algebraic/Mathematic 3. Geometric Properties 4. Measurement Concept 5. Probability and Statis OPERATIONS | and Relationships ots tilds | | | Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Properties 4. Measurement Concept 5. Probability and Statis OPERATIONS 6. Use of Addition to So 7. Use of Subtraction to 8. Use of Multiplication 9. Use of Division to So PROBLEM SOLVING | and Relationships bis sitics live Problems Solve Problems to Solve Problems live Problems | | | Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |
| CONCEPTS 1. Number Concepts 2. Algebraic/Mathematic 3. Geometric Properties 4. Measurement Concept 5. Probability and Statis OPERATIONS 6. Use of Addition to So 7. Use of Subtraction to 8. Use of Multiplication 9. Use of Division to So PROBLEM SOLVING 10. Problem Solving Usin 12. Problem Solving Usin | and Relationships bis sitics live Problems Solive Problems to Solive Problems live Problems and Estimation | | | Texas Learning Index of X-70 TEST RESULTS: Met Minimum Expectations: Texas Learning Index: NOT TESTED |

Objective mastery standards for multiple-choice items for all subject areas are as follows: 3/4, 6/8, 9/12, 11/14, or 13/16 items. In writing, a score of 3 or 4 is needed to master objectives 1-4, which are measured by the written composition. You should contact the school to which your results were sent if you need further explanation.

Print # (2-16588) Print # (2-16588-010)

| DATÉ GIVEN | VACCINES (CIRCLE AS APPROPRIATE) | VALIDATION DOCTOR OR CLINIC | DATE DOSE DUE |
|--|--|---|----------------------------|
| 3 39 34 | Bearing and | galary and death of the feet | |
| 0.34-04 | | US CHRISTICITY COUNTY HEALTH | DEPT |
| 3-6-86 | <i>(</i> ОТР/ЮТ/Та <i>В</i> | RPUS CHRISTI CITY COUNTY HEALY | Libert |
| 9 | Correspond 25 Co | A STORY OF STATE | S CONTRACTOR OF THE SECOND |
| NG 06 1999 / | Tolles com | CHRISTICITY COUNTY HEALTH DEP | |
| | APAIN NO. | | |
| 10-24-84 | | HRISTI CITY COUNTY HEALTH DEPT | 18: |
| 0~5~ | | C. G. II. S. MAR. V. | فللتلاث عبي وبالر |
| 7 3 27 | PAUSION | HEALTH DEPT. | 100 |
| muscum Constructive from | SAMES PROPERTY AND ADDRESS OF THE PARTY OF T | | l live was |
| Harris Marie | William Comment | the second the constraint | |
| 10/16/00 | MMR #2 MLIUA | LUBEZGGUERRA | M.D |
| AUNA P. C. III (SALE) | de Yestaffe | guies de la late | 7 |
| | r - Malions | | |
| | | | 1 |
| AND TO | the Markett | | A (10-16-16) |
| 阿尔尔里尔 拉克上。 | N. officials: | | 1 |
| to a something. | Na Angelia Colo | The state of the s | 1 |
| | distribution is | A TANK DE LE SAN | No. |
| | | lian i | |
| | Mildon St. | n <mark>wa kanina manana mana</mark> | |
| | The second second | The same of the state of the | 0.000 |
| CONTRACTOR OF THE | REGISTRATION OF THE RESIDENCE OF THE PERSON | Tomosain - West | |
| Mary Control of the C | ALIA SAL | # | |
| | OTHER | 1 | |
| | | | |

| :1 | Hearing | Date: | | Signature | 3: | | |
|------|--------------|---------|----------|-------------|----------|----------|---|
| Hz | 250 | 500 | 1000 | 2000 | 4000 | 6000 | |
| R | 5 | | | | | | Pass |
| L. | | | | | | | ☐ Fail |
| | Vision | Date: | MH | Signature | : | Sec. (1) | *************************************** |
| R 20 | / | L 20 | v | | Pass | |] Fail |
| | and the same | Market. | 2 7. × W | वहीं क्षांस | | | A 11 |

PHYSICIAN'S VERIFICATION OF MEASLES/MUMPS ILLNESS This is to verify that the person for whomthis card was issued had:

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 40 of 42 **Scanned Jun 18, 2013**

TEXAS END-OF-COURSE — BIOLOGY CONFIDENTIAL STUDENT REPORT

NAME: JOHN H. RAMIREZ

DISTRICT: 178-904 CORPUS CHRISTI ISD

STUDENT-ID(PEIMS): 454713620

CAMPUS: 004 MOODY H S

LOCAL-STUDENT-ID: 9665114

REPORT DATE:- WINTER-2000

DATE OF BIRTH: 06/29/84

DATE OF TESTING: FALL 1999

CLASS GROUP: GARCIA CONRADO

GRADE: 09

| BIOLOGY | OBJECTIVE MASTERY | ITEMS CORRECT/TESTED | PERFORMANO Scale Score of | CE STANDARD: 1500 |
|--|----------------------|----------------------|------------------------------------|----------------------|
| INDERSTANDING CONCEPTS | | | TEST RESULT Pass: YES Scale Score: | S: 1610 |
| . Heredity and Biological Change Over Time | NO | 4/6 | | Collegeration |
| Structures and Functions In Organisms | YES | 4/4 | | |
| R. Patterns and Processes in Living Systems | NO | 2/4 | | |
| s, Ecology | NO | 4/6 | | |
| NTEGRATING CONCEPTS WITH PROCESS SKILLS | 3 | | | |
| 5. Design and Conduct Biological Experiments | NO | 4/6 | | |
| 3. Acquire and Organize Scientific Data | YES | 4/4 | | |
| 7. Interpret and Communicate Scientific Data | YES | 3/4 | | |
| 5. Make Inferences, Predictions, and Generalizations | YES | 4/4 | | |
| 9. Apply Science to Dally Life | YES | 4/4 | | |
| | | | | |
| | 7 | TOTAL | | |
| TOTAL OBJECTIVES MASTE | RED: 5 1 | TEMS: 33/42 | | |

TOCUMENT NO. 7374-00818

Objective mastery standards for Biology are as follows: 3/4 or 5/6 items, You should contact your school if you need further explanation.

OF ACADEMIC CO

TEXAS END-OF-COURSE - U.S. HISTORY CONFIDENTIAL STUDENT REPORT DISTRICT: 178-904 CORPUS CHRISTI ISD

JOHN H. RAMIREZ

ENT-11)(PEIMS): 454713620

J-STUDENT-ID: 9665114

5 OF BIRTH: 06/29/84

SS GROUP: PLOWMAN D

CAMPUS: 004 MOODY HS

REPORT DATE: SUMMER 1999

DATE OF TESTING: SPRING 1999

GRADE: 09

| S GROUP: PLOWMAN D | STANDARD: | | |
|---|-----------|-------------------|--|
| | OBJECTIVE | ITEMS | PERFORMANCE STANDARD: Scale Score of 1500 |
| | MASTERY" | CORRECT/TESTED | TEST RESULTS: Pass: YES Scale Score: 1510 |
| J.S. HISTORY | | | Scale Scale |
| APPLICATION AND EVALUATION OF CONCEPTS | YES | 5/6 | |
| Demostic and Foreign Affairs III 0 0 | ИО | 4/6 | |
| Caccaraphic Influences on U.S. History | МО | 4/6 | |
| Induences on U.S. Filstory | ИО | 4/6 | |
| A Social and Cultural Influences on 0.5. | ИО | 316 | 1 |
| 5. Folitical Influences on U.S. History | YE | 6/ 6 S | 1 |
| autical-Thinking Skills | N | 2/4 | |
| 7. Problem-Solving/Decision-Making Skills | | | \ |
| | . CTURED: | TOTAL 2 ITEMS: 28 | 3/40 |
| TOTAL OBJECTIVES N | Mairing | | 20 |

Case 2:12-cv-00410 Document 31-124 Filed on 01/26/15 in TXSD Page 42 of 42 1 8, **Scanned** Jun 2013 Rescreener: Screener: N 20/ NOISIA HEARING Sweep Check D Screener: F 200 20/2/ 20 Rescreen: 250Hz | 500Hz | 1000Hz | 2000Hz | 4000Hz | 6000Hz WITHAT SCREENING COF B 1000Hz SEQUENCE FOR TESTING (25dB) GB. dB Method: Titmus 3630 THRESHOLD SCREENING TEST Manage Park B B 2000Hz RAMIREZ, JOHN H ALEJANDRO, GUADALUPE S. 454713620 B B アから 8 dB 4000Hz z TI Chart _ B B Without 06/29/1984 윮 品 RESCREENING 8 8 500Hz 36-2-21 No SOAD A VIOH Date: Date: B dB B 8 Correction DATE B IPASS B OBSERVE RESCREEN G G 3 RESULTS TEN CO Letter_ Ş 4. COMMENTS IPLUS IMUSCLE COLOR CH H155781 Date **BACK VIEW** SIDE VIEW -FRONT VIEW -Student's Name School Scoliometer Degrees Rescreen results Rescreen: Cervicai Thoracic_ Normal Lower Back FRONT VIEW Head dent. Scapula Spine Head Round Back Malat. 를 Wales Spine Shoulder Back 奏 RIb Cage Lower Back Cheet Cage Shoulder Lower Back CAGE HUMP SPINAL SCREENING CHECKLIST A hump on one side of the lower back? A curve in the spine? One shoulder blade higher than the other? An exaggerated roundness over the rib cage An exaggerated arch on the lower back? An exaggerated roundness in the upper back? Larger space between arm and flank on one side? is one shoulder higher than the other? (IF YES, PLEASE SPECIFY RIGHT OR Larger space between arm and flenk? One shoulder higher than the other? Lumbar muscles more prominent on one side? Bump on one side? One side higher than the other? One side higher? Displaced to one side of buttock? Yes ROUND BACK SIDE VIEW SPINE Date: Refer. Screener Other: If yes, complete below. NA. Teacher/Period CAGE HUMP BACK VIEW Female Birth Date

20

COMMENTS